AGENDA
PERSONNEL AND
ORGANIZATION
COMMITTEE

JAN 12, 1995

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 01 12

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update on O.M.E.R.S. (Ontario Municipal Employees Retirement System) Downsizing Plan 7 — **Pages 1 to 2**

NEW BUSINESS:

1. Recommendations of the Superintendent of Human Resources — **Pages 3 to 4**

* 2. Staffing Report – Full Time Equivalent Positions

* 3. Report on Supply Teacher Usage

* 4. Temporary Assistance Report

.Substitute Cleaner/Casual Assistance Usage

.Temporary Assistance Expenditures

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Superintendent of Human Resources — **Pages 5 to 6**

2. Report re Vice–Principal Candidates Eligible for Promotion — **Page 7**

***Reports will be placed in Trustees' lockers on Tuesday, 1995 01 10.**

1995 01 12

TO: The Chairman and Members
Personnel and Organization Committee

FROM: Rick Binns, Superintendent of Human Resources

RE: O.M.E.R.S. (Ontario Municipal Employees Retirement System)
Downsizing Plan 7

REPORT CLASSIFICATION: Information

BACKGROUND:

In order to assist members and employers to achieve Social Contract targets, the OMERS Pension Board allocated $200 million of a projected plan surplus to pay for downsizing early retirement window supplementary benefits during the period of the Social Contract.

At the 1993 12 16 Board meeting, the Board approved a motion to enter into the OMERS Downsizing Plan 7 to provide early retirement benefits for employees at no cost the Board. The Board's plan provides for early retirement opportunities for employees retiring during the period 1994 01 01 up to and including 1995 12 31.

As of November 30, 1994, of the $200 million in allocated projected plan surplus, $98.8 million has been used to fund 2,552 Type 7 early retirements across the province. The number of employees from the Hamilton Board who have taken advantage of the early retirement benefits during the period 1994 01 01 up to and including 1994 12 31 are:

EMPLOYEE GROUP	# OF EMPLOYEES
O.S.S.T.F., Office, Clerical & Technical Bargaining Unit	4
O.P.E.I.U., Local 527, Office, Clerical & Technical Unit	1
Professional Administrative Support Services	6
Canadian Union of Public Employees, Local 1344	13
O.P.E.I.U., Local 527, Educational Assistants	2
Total	**26**

The Board's Supplementary Downsizing Plan 7 will continue to be in place for the 1995 calendar year. However, it is still our intention to close the window and withdraw from the OMERS Agreement if the allocated $200 million from OMERS is exhausted.

ISSUE:

To share information with the Trustees with reference to OMERS Downsizing Plan 7.

RECOMMENDATION:

1. That this report be received for information.

RATIONALE:

This report is to inform the Board as to the number of employees who have taken advantage of the early retirement options available through the OMERS Downsizing Plan 7.

Education Centre
100 Main Street West
Hamilton, Ontario
1995 01 12

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. *PROBATIONARY STAFF APPOINTMENTS*

(a) That the following staff be appointed to the Probationary Staff in the positions stated, effective as shown, with salary according to the salary schedule:

Jean McGuire (Library Clerk, .5 - Grade 3, Clerical & Technical Staff), 1995 01 16
Neelam Sanduja (Secretary, Program - Grade 5, Clerical & Technical Staff), 1995 01 16
Replacements

2. *PERMANENT STAFF APPOINTMENTS*

(a) That Michelle Haggerty, Clerk, Kit Services - Grade 3 (Clerical & Technical Staff), be appointed to the Permanent Staff, effective 1995 01 01, with salary according to the salary schedule.
Replacement

3. *PROMOTIONS*

(a) That Dianne Husack be promoted to the position of Senior Speech-Language Pathologist, 12 month - Grade 15, (Administrative Staff), effective 1995 01 04, with salary according to the salary schedule.
New Position

4. *INTERNAL APPOINTMENTS*

(a) That Susan Andreychuk be appointed to the position of Clerk, Accounting - Grade 5 (Clerical & Technical Staff), effective 1994 12 05, with salary according to the salary schedule.
Replacement

5. *TIMETABLE CHANGES* - Nil

6. *RETIREMENTS*

(a) That the resignations of the following staff for the purpose of retirement from the position stated, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Denise Somers (Switchboard Operator, Clerical and Technical Staff), 1995 04 28
Alice Syroishko (Secretary to the Director, Administrative Staff), 1995 01 31

7. *LEAVING EMPLOYMENT*

(a) That the dates for the following staff to leave the employ of the Board be approved:

Marilyn Abraham (Compensation Administrator, Administrative Staff), 1995 01 16
Jean Friesen (Senior Accounting Analyst, Administrative Staff), .5, 1994 12 30
Alan McKee (Fireman, Caretaking and Maintenance Staff), 1994 12 16

8. *LEAVES*

Leave of Absence

(a) That the requests of the following staff for Leaves of Absence, effective as shown, be granted:

Naomi Barker (Data Control Clerk III, Clerical and Technical Staff), 1995 02 13 to 1995 08 18
Kelsey Crawford (Program Department Secretary, Clerical and Technical Staff), 1995 02 24 to 1995 09 01
Moira Donaldson (Administrative Assistant, Administrative Staff), 1995 03 06 to 1995 09 08

Leave Extension

(a) That the request of the following staff for an extension of a Leave of Absence, effective as shown, be granted:

Zora Milanovic (Research Services Secretary, Clerical and Technical Staff), 1995 01 09 to 1995 03 03

9. *OTHERS*

(a) We regret to announce the death of Doris Brown, Cleaner (Cleaning Staff) on 1994 12 20.

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

Education Centre
100 Main Street West
Hamilton, Ontario
1995 01 12

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. ***PROBATIONARY STAFF APPOINTMENTS*** - Nil

2. ***PERMANENT STAFF APPOINTMENTS*** - Nil

3. ***PROMOTIONS*** - Nil

4. ***INTERNAL APPOINTMENTS*** - Nil

5. ***TIMETABLE CHANGES*** - Nil

6. ***RETIREMENTS***

(a) That the resignations of the following teachers, for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Donald Brockway (E), 1995 06 30
Vincent Formosi (S), 1995 01 31
Dennis Haynes (S), 1995 01 31
Gail Rusnell (S), 1995 01 31

7. ***LEAVING EMPLOYMENT*** - Nil

8. ***LEAVES***

Leave of Absence

(a) That the requests of the following teachers for Leaves of Absence, effective as shown, be granted:

Helen Brown (E), 1995 01 04 to 1995 08 31
Julie Capretta (E), 1995 01 23 to 1995 08 31
Nancy Kowalchuk (E), 1995 02 01 to 1995 09 29
Sarah Lindsay (E), 1995 01 01 to 1995 08 31
Christine McCulloch (S), 1994 10 27 to 1995 06 30
Linda M. Rempel (E), 1995 05 02 to 1995 11 10
Sallie Samohutin (E), 1994 12 12

Leave Extension

(a) (i) That the requests of the following teachers for an extension of their Leaves of Absence, effective as shown, be granted:

Alexandra Aziz (S), 1995 02 01 to 1995 08 31
Anita Dunn (E), 1995 01 23 to 1995 01 27
Gary Hewitt (E), 1995 01 30 to 1996 01 31
George Omorean (S), 1995 02 01 to 1995 08 31

(ii) That the request of Cynthia Robinson (E) to be returned from a Leave of Absence at a previous meeting be rescinded and that an extension of her Leave of Absence, effective 1995 01 09 to 1995 05 05, be granted.

(b) (i) That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

Joanne Castle, Educational Assistant (Educational and Lunchroom Assistant Staff), 1995 01 04 to 1995 09 05
Marian Kostur, Educational Assistant (Educational and Lunchroom Assistant Staff), 1995 01 04

(ii) That the request of Cindy Wolf, Educational Assistant (Educational and Lunchroom Assistant Staff), to be returned from a Leave of Absence at a previous meeting be rescinded and that an extension of her Leave of Absence, effective 1994 10 11 to 1995 01 04, 1.0 and 1995 01 05 to 1995 06 30, .5, be granted.

Return from Leave of Absence

(a) That the following teachers be returned from their Leaves of Absence and assigned teaching duties effective as shown:

Assunta Consoli (S), 1995 01 30
Jane DeRoo (E), 1995 02 01 (.5)
Anne-Marie Scoular-Sacchetti (E), 1995 01 04
Mary Rinas-Smith (S), 1995 01 04
Carrie Tyrosvoutis (E), 1995 01 04
Patrizia Vitucci-DiSanto (S), 1995 02 01

(b) That the following staff be returned from a Leave of Absence, effective as shown:

Patricia Daines (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 01 04
Michelle Horning (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 01 04

9. OTHERS - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

1995 01 12

TO: The Chairman and Members
Personnel and Organization Committee

FROM: Richard W. Binns
Superintendent of Human Resources Services

RE: **Vice-Principal Candidates Eligible for Promotion**

Background

At the November 1993 Meeting, the revised Vice-Principal/Principal process for selection was approved. (Academic Memorandum 002, September 1994)

Issue

To establish a Vice-Principal Candidates Approved for Promotion List.

Recommendation

That the Vice-Principal Eligible for Approval List be approved and that this list become the Approved for Promotion List.

Rationale

The following six candidates successfully completed the process and have been recommended by Senior Management for the Eligible for Promotion List.

Elementary
Lee Hondronicols
Douglas Lenz
Maxine Martineau
Janice Robertshaw

Secondary
Dorte Deans
Suzanne Dube

kd

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1995 01 10

TO THE CHAIRMAN AND MEMBERS
PERSONNEL AND ORGANIZATION COMMITTEE
(Trustees Korz, Darby, Johnston, Mulholland, Paquin, Rodgerson and Stewart)

Ladies and Gentlemen:

As indicated on the January Agenda of the Personnel and Organization Committee, enclosed are the following reports which will be considered at the 1995 01 12 meeting:

- Staffing Report - Full Time Equivalent Positions **(Page 4B)**
- Report on Supply Teacher Usage - 1994 11 30 **(Pages 4C to 4D)**
- Temporary Assistance Report
- Report on Substitute Cleaner/Casual Assistance Usage - 1994 **(Page 4E)**
- 1993 and 1994 Temporary Assistance Expenditures **(Page 4F)**

Also included in this package are the added recommendations of the Superintendent of Human Resources for consideration at the same meeting. **(Page 4A and Page 6A)**

Members are asked to bring these reports with them to the meeting.

Yours truly,

D. W. Goodridge
Director of Education
and Secretary

rt

Notice sent to all trustees

ADDED RECOMMENDATIONS

GENERAL

1. PROBATIONARY STAFF APPOINTMENTS

(a)

Timothy Parrow (Computer Programmer II - Grade 10, Clerical & Technical Staff, 1995 02 06
Replacement

2. PERMANENT STAFF APPOINTMENTS

(a) That clause in 2. (a) be deleted.

3. PROMOTIONS

(a) (i) That the following staff be promoted to the position of Site Leader - Grade 12, (Administrative Staff), effective 1995 02 01, with salary according to the salary schedule:

Peter Boyter, Sir Winston Churchill
Richard Graves, Westmount
Replacements

4. INTERNAL APPOINTMENTS

(a) (i) That Michelle Haggerty be appointed to the position of Clerk, Kit Services - Grade 3 (Clerical & Technical Staff), effective 1995 01 01, with salary according to the salary schedule.
Replacement

8. LEAVES

Leave of Absence - Revised Date

(a) That the dates in clause 8. (a) for Naomi Barker be changed to 1995 01 05 to 1995 07 14.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUAL						1994 ACTUALS												1994
	1988	1989	1990	1991	1992	1993	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	BUDGET
Admin & Support Staff	470.64	492.54	493.54	486.71	452.66	449.66	449.66	449.16	449.16	449.16	449.16	449.16	447.36	447.36	440.36	438.46	437.46	439.46	434.86
Co-ordinators/Consultants	75.67	75.67	74.67	65.67	60.00	59.00	59.00	59.00	59.00	59.00	59.00	59.00	59.00	59.00	47.00	46.00	46.00	46.00	46.00
Teachers - Elementary	1,499.45	1,593.15	1,629.35	1,660.75	1,657.60	1,637.75	1,639.95	1,639.95	1,639.95	1,639.95	1,639.95	1,639.95	1,639.95	1,639.95	1,577.65	1,577.65	1,577.65	1,577.65	1,569.95
Secondary - Composite	757.50	795.00	841.00	850.67	861.33	839.67	839.67	843.67	843.67	843.67	843.67	843.67	843.67	843.67	802.33	802.67	802.67	802.67	781.67
- Vocational	160.07	146.00	116.67	107.67	100.67	87.00	87.00	86.00	86.00	86.00	86.00	86.00	86.00	86.00	70.00	70.00	70.00	70.00	84.00
- Vanier	33.00	34.00	33.50	34.00	35.00	36.00	36.00	38.00	38.00	38.00	38.00	38.00	38.00	38.00	37.00	37.00	37.00	37.00	37.00
Elementary TR	26.00	24.00	20.00	16.00	14.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	9.00	9.00	9.00	9.00	13.00
Secondary TR	8.00	7.00	9.67	14.67	15.33	12.67	12.67	13.33	13.33	13.33	13.33	13.33	13.33	13.33	13.00	13.00	13.00	13.00	13.33
Lunchroom - Elementary	102.90	115.10	112.30	118.50	82.86	85.25	85.25	85.25	85.25	85.25	85.25	85.25	85.25	85.25	64.86	64.86	65.32	65.32	85.25
- Secondary	7.00	7.00	7.00	7.00	7.36	7.64	7.64	7.64	7.64	7.64	7.64	7.64	7.64	7.64	4.50	4.50	4.50	4.50	7.64
- Vocational	3.10	2.60	2.14	2.00	2.00	1.71	1.71	1.71	1.71	1.71	1.71	1.71	1.71	1.71	1.07	1.07	1.07	1.07	1.71
Bus Supervisors	14.40	16.50	17.68	16.71	15.86	17.14	17.14	17.14	17.14	17.14	17.14	17.14	17.14	17.14	16.86	16.86	16.86	16.86	17.14
Educational Assistants	172.00	216.50	221.50	223.50	250.50	232.17	232.17	232.17	232.17	232.17	232.17	232.17	232.17	232.17	232.67	232.67	232.67	232.67	231.17
Lunchroom Assistants	6.00	6.43	6.56	6.56	7.12	4.12	4.12	4.12	4.12	4.12	4.12	4.12	4.12	4.12	2.70	2.70	2.70	2.70	4.12
Ctkrs/Maint/Whs/Asbestos	217.00	218.00	220.00	219.00	214.00	213.00	213.00	213.00	213.00	213.00	213.00	213.00	211.00	211.00	210.00	210.00	210.00	210.00	209.00
Cleaners/Cooks	340.00	347.00	351.00	360.00	347.00	313.00	313.00	311.00	310.00	310.00	310.00	310.00	307.00	307.00	306.00	304.00	304.00	304.00	309.00
Recoverable-Tchrs/Other	34.92	33.92	41.25	41.75	41.05	37.55	37.55	37.55	37.55	37.55	37.55	37.55	37.55	37.55	37.15	37.15	39.15	39.15	34.55
- Consultants	0.33	0.33	0.33	0.33															
- Clerical			0.50																
- Educ Assist	1.00	1.00				4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33
- Admin							0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Full Time Equiv. Positions	3,928.98	4,131.74	4,198.66	4,231.49	4,164.34	4,050.66	4,053.36	4,056.52	4,055.52	4,055.52	4,055.52	4,055.52	4,048.72	4,048.72	3,876.98	3,872.42	3,873.88	3,875.88	3,884.22
Number Of Employees			4,805	4861	4,829	4,706	4,706	4,706	4,705	4,705	4,705	4,705	4,698	4,698	4,449	4,445	4,449	4,451	4,540
Lunchroom Enrolment	14,000 est	15,000 est	15,571	16,618	17,432	18,003	18,003	18,003	18,003	18,003	18,003	18,003			18,707	18,707	18,707	18,707	18,000
Enrolment - Elementary	* 25,007	* 25,474	* 25,811	*26,111	*26,387	*26,685	26,737	26,704	26,682	26,618	26,590	26,561			*27,084	27,098	27,106	27,093	**26,905
- Sec Composite	*12,213	*12,354	*12,707	*12,328	*13,001	*11.529	11,688	11,660	11,469	11,113	10,911	10,827			*12,158	11,812	11,527	11,367	**12,647
- Sec Vocational	* 1,598	* 1,453	* 1,189	*950	*1,037	*771	755	797	748	705	678	544			*736	688	666	635	**915
- Sec Vanier	* 407	* 400	* 399	*382	*465	*464	468	469	465	462	454	454			*480	475	468	469	**489
- T. R.	* 210	* 193	* 178	*160	*167	*164	161	161	161	161	161	165			*157	157	157	159	**160
- TOTAL	* 39,435	* 39,874	* 40,284	*39,931	*41,057	*39,613	39,809	39,791	39,525	39,059	38,794	38,551			*40,615	40,230	39,924	39,723	**41,116

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources January 9, 1995

REPORT OF SUPP_ TEACHER USAGE - NOVEMBER 30, 1994

SECONDARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1994 Total Days	1993 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	19.0	264.5	3.0		15.0	3.5	2.0	13.5	301.5	243.0	44,537	57,582	102,119
FEBRUARY	20.0	34.0	287.5	7.0	13.5	58.0		0.5	32.0	398.5	473.0	40,724	26,044	66,768
MARCH	14.0	30.5	224.0	4.0	4.0	23.5	1.0	16.0	22.0	294.5	477.5	38,232	35,718	73,950
APRIL	18.0	36.5	295.0	14.0	7.0	17.5		5.5	40.0	379.0	495.5	54,475	35,183	89,658
MAY	21.0	134.0	436.0	41.5	26.0	29.5		1.0	40.0	574.0	479.0	58,648	72,621	131,269
JUNE	19.0	181.5	284.0	6.5	2.0	8.0		5.5	11.0	317.0	303.5	42,973	65,139	108,112
JULY														
AUGUST														
SEPTEMBER	18.0	22.0	169.0	21.0	4.5	16.5		0.5	8.0	219.5	345.0	25,972	27,609	53,581
OCTOBER	20.0	34.5	312.0	22.5	14.5	6.0		5.5	1.5	362.0	425.0	57,421	25,382	82,803
NOVEMBER	22.0	38.5	314.5	43.0	29.0	17.5			23.5	427.5	533.0	50,500	59,302	109,802
DECEMBER														
TOTALS		530.5	**2586.5**	**162.5**	**100.5**	**191.5**	**4.5**	**36.5**	**191.5**	**3273.5**	**3774.5**	**413,482**	**404,580**	**818,062**
% Of Total			**79.0**	**5.0**	**3.1**	**5.9**	**0.1**	**1.1**	**5.9**					

ELEMENTARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1994 Total Days	1993 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	21.0	9.0	1371.5	7.5	3.5	27.5	47.5	2.0	44.0	1503.5	1704.0	173,820	100,805	274,626
FEBRUARY	20.0	25.0	1446.0	6.0	9.5	32.5	56.0	2.5	89.5	1642.0	1615.0	190,506	79,645	270,151
MARCH	14.5	19.0	785.5	7.0	7.0	23.0	55.0	11.0	48.5	937.0	1279.0	105,286	86,754	192,040
APRIL	19.0	49.5	1469.0	3.0	24.0	43.0	101.0	1.5	82.0	1723.5	1699.5	223,209	60,210	283,419
MAY	20.0	97.0	1326.5	14.5	21.5	42.5	58.0	5.5	106.5	1575.0	1445.0	100,076	242,197	342,273
JUNE	20.0	240.5	1009.0	50.0	5.5	30.0	47.0	5.0	43.0	1189.5	1414.0	144,722	178,988	323,710
JULY														
AUGUST														
SEPTEMBER	18.0	25.0	566.0	7.0	2.5	18.5	39.0	6.0	46.5	685.5	988.0	85,689	32,104	117,793
OCTOBER	20.0	55.5	1113.0	10.0	8.0	17.5	52.0	7.5	55.5	1263.5	1357.0	167,876	91,019	258,895
NOVEMBER	21.0	58.5	1627.0	7.0	20.5	61.0	77.0	6.5	44.0	1843.0	1798.5	214,464	131,181	345,645
DECEMBER														
TOTALS		579.0	**10713.5**	**112.0**	**102.0**	**295.5**	**532.5**	**47.5**	**559.5**	**12362.5**	**13300.0**	**1,405,648**	**1,002,903**	**2,408,552**
% Of Total			**86.7**	**0.9**	**0.8**	**2.4**	**4.3**	**0.4**	**4.5**					

REPORT OF SUPPLY TEACHER USAGE - NOVEMBER 30, 1994

SECONDARY & ELEMENTARY

MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1994 Total Days	1993 Total Days	$ Expense	Long Term Occasional	Total Expense	1994 % Spent
JANUARY	28.0	1636.0	10.5	3.5	42.5	51.0	4.0	57.5	1805.0	1947.0	218,357	158,387	376,745	
FEBRUARY	59.0	1733.5	13.0	23.0	90.5	56.0	3.0	121.5	2040.5	2088.0	231,230	105,689	336,919	
MARCH	49.5	1009.5	11.0	11.0	46.5	56.0	27.0	70.5	1231.5	1756.5	143,518	122,472	265,990	
APRIL	86.0	1764.0	17.0	31.0	60.5	101.0	7.0	122.0	2102.5	2195.0	277,684	95,393	373,077	
MAY	231.0	1762.5	56.0	47.5	72.0	58.0	6.5	146.5	2149.0	1924.0	158,724	314,818	473,542	
JUNE	422.0	1293.0	56.5	7.5	38.0	47.0	10.5	54.0	1506.5	1717.5	187,695	244,127	431,822	
JULY														
AUGUST														
SEPTEMBER	47.0	735.0	28.0	7.0	35.0	39.0	6.5	54.5	905.0	1333.0	111,661	59,713	171,374	
OCTOBER	90.0	1425.0	32.5	22.5	23.5	52.0	13.0	57.0	1625.5	1782.0	225,297	116,401	341,698	
NOVEMBER	97.0	1941.5	50.0	49.5	78.5	77.0	6.5	67.5	2270.5	2331.5	264,964	190,483	455,447	
DECEMBER														
TOTALS	1109.5	**13300.0**	**274.5**	**202.5**	**487.0**	**537.0**	**84.0**	**751.0**	**15636.0**	**17074.5**	**1,819,130**	**1,407,483**	**3,226,614**	**107.6**
% Of Total		**85.1**	**1.8**	**1.3**	**3.1**	**3.4**	**0.5**	**4.8**						

1994 BUDGET
$3,000,000

REPORT OF SUBSTITUTE CLEANER/CASUAL ASSISTANCE USAGE - 1994

MONTH	Working Days	Personal Reasons /Illness # of Days	Workers' Comp. # of Days	Extra Workload # of Days	Leaves, Vacancies *perm pay # of Days	Total # of Days	$ Expense
JANUARY	21	565	319	63	393	1,340	64,520
FEBRUARY	20	520	320	60	234	1,134	59,389
MARCH	23	726	434	80	255	1,495	83,131
APRIL	19	627	362	57	157	1,203	71,404
MAY	21	745	390	67	241	1,443	85,910
JUNE	22	751	476	66	288	1,581	87,963
JULY	20	499	464	48	359	1,370	67,931
AUGUST	22	586	466	96	386	1,534	85,278
SEPTEMBER	21	626	373	45	342	1,386	77,129
OCTOBER	20	628	445	20	248	1,341	71,824
NOVEMBER	22	711	477	5	185	1,378	78,462
DECEMBER							
TOTALS		6,984	4,526	607	3,088	15,205	832,941

*Leaves, Vacancies - cost covered on permanent payroll

Prepared by Human Resources
January 9, 1995

1993 AND 1994 TEMPORARY ASSISTANCE EXPENDITURES

	1993 BUDGET	YTD EXPENSE AS OF DEC 31/93	1994 BUDGET	YTD EXPENSE AS OF MAR 31/94	YTD EXPENSE AS OF JULY 31/94	YTD EXPENSE AS OF SEPT 30/94	YTD EXPENSE AS OF NOV 30/94	EXPLANATION
Central Depts. & Area Offices								
- Admin. Services	7,400	22,715	8,286	3,092	5,276	7,682	12,625	Replacement for illness in Printing Dept. Early morning dispatching for supply tchrs, clerical etc.
- Computer Services	67,750	70,393	69,535	1,139	10,244	20,209	32,292	IIS Project Assistance. Co-op Student, illness replacement
- Director's Office	4,700	3,219	3,321		1,000	1,000	1,000	Policy Writer
- Ed Centre (General)	2,000		1,795					
- Finance	36,000	9,766	8,973				860	Extra Assistance
- Human Resources	22,100	26,205	28,159	7,662	11,884	12,121	12,676	Tchrs Seniority List, Replacement for illness.
- Program Departments	222,160	258,231	123,473	14,773	50,282	56,578	78,810	Christie Conserv., Kit Services, IPRC clerical assistance, Software Technician (*see note below) Accomodation assistance, Paikin Libr. Students, Psych Testing, Co-op Student
- Area 1 Office	13,000	29,850	897					
- Area 2 Office	5,000	3,126	897					
- Area 3 Office	1,000	1,517	897					
- Area 4 Office	5,000	3,127	897					
- Area 5 Office	1,600	682	1,436				90	Extra Assistance
School Services								
- Student Assistance	70,000	60,936	58,327	12,348	32,093	46,386	53,460	Library, Textbook Student Assistance
- Elementary School Clerical	86,000	65,547	68,197	15,813	35,250	37,288	48,397	Replacement for illness
- Secondary School Clerical	46,000	51,389	50,251	15,961	28,244	34,188	39,270	Replacement for illness
- Equipment Repair	22,000	17,986	19,741	2,995	9,298	12,867	15,987	Co-op Student
Regular Day School								
- Student Assistance	26,000	21,848	22,612	2,399	10,926	11,170	12,706	Science Lab Student Assistance, City Choir
Plant Operation	37,000	14	27,817					
Plant Maintenance	30,500	28,938	26,472	6,262	9,865	12,268	15,216	Replacement for illness
Other Operating	7,600	5,966	6,820		1,078	4,562	4,721	Mohawk Trail, Community School Clerk
GRAND TOTAL	$712,810	$681,455	$528,803	$82,444	$205,440	$256,319	$328,110	

*Software Tech - cost will be offset by perm payroll savings upto Feb 1/94

Prepared by Human Resources
Date: January 9, 1995

ADDED RECOMMENDATIONS

ELEMENTARY / SECONDARY

3. PROMOTIONS

(a) That Dorte Deans be appointed to the position of Secondary School Vice Principal on a temporary basis, effective 1995 02 01 to 1995 06 30, with salary according to the salary schedule.
Replacement

AGENDA

SPECIAL MEETING OF THE

PERSONNEL & ORGANIZATION COMMITTEE

1995 01 31

GENERAL

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

Education Centre
100 Main Street West
Hamilton, Ontario
1995 01 31

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

3. PROMOTIONS

(a) That Murray Lumley (S) be seconded to the position of Special Assignment Teacher (Environmental and Outdoor Education), effective 1995 02 01 to 1995 06 30, with salary according to the salary schedule. **(Replacement)**

(b) That the following staff be promoted to the positions stated, effective 1995 02 01, with salary according to the salary schedule:

Mary Davis, (Secretary to the Director - Grade 10, Administrative Staff)
Patricia Kossup (Supervisor, Technical Support Services - Grade 11, Administrative Staff)
(Replacement and New Position -- Approved Reorganization)

Respectfully submitted,

Richard W. Binns.
Superintendent of Human Resources.

Education Centre
100 Main Street West
Hamilton, Ontario
1995 01 31

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) (i) That the following teachers be reappointed to the Probationary Staff, effective 1995 02 01, with salary according to the salary schedule:

Virginia Brisbin (S), 1/6 (2/3 Semester 2 only)
Paul Guagliano (S), 3/6 (F.T. Semester 2 only)
Jeannine MacIsaac (S), 1/6 (2/3 Sem. 2 only)
David Ormerod (S), 3/6 (F.T. Sem. 2 only)
(Replacements and Allocations)

(ii) That the following teachers be appointed to the Probationary Staff, effective 1995 02 01, with salary according to the salary schedule:

Janice Kovar (S), 3/6 (F.T. Sem. 2 only)
Melinda Lula (S), 1/6 (2/3 Sem. 2 only)
P. Bruce McLeod (S), 1/6 (2/3 Sem. 2 only)
Kelly Pike (S), 1/6 (2/3 Sem. 2 only)
Graham Timms (S), 3/6 (F.T. Sem. 2 only)
(Replacements and Allocations)

2. PERMANENT STAFF APPOINTMENTS

(a) That the following teachers be rehired and appointed to the Permanent Staff, effective 1995 02 01, with salary according to the salary schedule:

Bruce Cooke (S), 3/6 (F.T. Sem. 2 only)
Leslie Cramer (S), 3/6 (F.T. Sem. 2 only)
Victoria Kudrenski (S), 3/6 (F.T. Sem. 2 only)
(Replacements)

3. *PROMOTIONS*

(a) That the following teachers be appointed to the positions indicated, effective as shown, with salary according to the salary schedule:

David Brooks (S), (Acting Head of Department - Business), 1995 02 01 to 1995 08 31
Anne Klaus (S), (Acting Head of Department - French Immersion), 1995 02 01
Jeffrey Nichol (S), (Acting Head of Department - Science), 1995 02 01
Kathryn McIntyre (S), (Acting Head of Department - Visual Arts), 1995 02 01 to 1995 08 31
Sharon Stephanian (S), (Acting Assistant Head of Department - Business), 1995 02 01 to 1995 08 31
Martin Strobl (S), (Acting Head of Department - Languages), 1995 02 02 to 1995 08 31
(Replacements)

5. *TIMETABLE CHANGES*

(a) That the following timetable changes be approved, effective as shown, with salary according to the salary schedule:

Tracey Austin (S), 3/6 to 6/6, 1995 02 01
Robert Bukvic (S), 3/6 to 6/6, 1995 02 01
Linda Evans (S), 4/6 to 6/6, 1995 02 01
Denise Hagger (S), 2/6 to 4/6, 1995 02 01 (2/3 Sem. 2)
William Holinaty (S), 3/6 to 6/6, 1995 02 01 to 1995 06 30
Joan Massey (S), 4/6 to 5/6, 1995 02 01 (F.T. Sem. 2)
Rebecca Southern (S), 3/6 to 6/6, 1995 02 01
Mark Spera (S), 3/6 to 6/6, 1995 02 01
Michelle Visca-Facciuolo (S), 3/6 to 5/6, 1995 02 01
(Replacements and Contract Compliance)

8. *LEAVES*

Leave of Absence

(a) That the request of Lee Raso (S) for a 1/3 Leave of Absence, effective 1995 02 01 to 1995 08 31 (2/3 timetable Sem. 2), be granted.

Respectfully submitted,

Richard W. Binns,
Superintendent of Human Resources

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 02 09

Confirmation of the minutes of the regular meeting of 1994 11 10 and special meeting of 1994 12 15.

GENERAL

NEW BUSINESS:

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

Education Centre
100 Main Street West
Hamilton, Ontario
1995 02 09

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) That Robert McCann be appointed to the Probationary Staff in the position of Programmer II - Grade 10 (Clerical and Technical Staff), effective 1995 02 20, with salary according to the salary schedule.
New Position

2. PERMANENT STAFF APPOINTMENTS - Nil

3. PROMOTIONS - Nil

4. INTERNAL APPOINTMENTS

(a) That Margaret Bennett be appointed to the position of Audio Visual Clerk, .5 - Grade 4 (Clerical and Technical Staff), effective 1995 02 20, with salary according to the salary schedule.
Replacement

5. TIMETABLE CHANGES - Nil

6. RETIREMENTS

(a) That the resignations of the following staff for the purpose of retirement from the position stated, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Dobrila Gajic, Bookkeeper (Clerical and Technical Staff), 1995 02 28
Jean Kirk, Cleaner (Cleaning Staff), 1995 02 28
Lorraine Kristoff, Accounts Payable Clerk (Clerical and Technical Staff), 1995 05 29
Shirley M. Rogers, Assistant to the Secretary (Administrative Staff), 1995 03 31

7. LEAVING EMPLOYMENT - Nil

8. LEAVES

Leave of Absence

(a) That the requests of the following staff for Leaves of Absence, effective as shown, be granted:

Lisa Anderson (Data Control Clerk, Clerical and Technical Staff), 1995 04 07 to 1995 10 13
Lori DeLuca (Secretary, Clerical and Technical Staff), 1994 08 19 to 1995 02 23 and 1995 03 13 to 1996 03 15

9. ***OTHERS*** - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUAL						1994 ACTUALS					1995 ACTUALS							1994
	1988	1989	1990	1991	1992	1993	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	BUDGET
Admin & Support Staff	470.64	492.54	493.54	486.71	452.66	449.66	440.36	438.46	437.46	439.46	435.46								434.86
Co-ordinators/Consultants	75.67	75.67	74.67	65.67	60.00	59.00	47.00	46.00	46.00	46.00	46.00								46.00
Teachers - Elementary	1,499.45	1,593.15	1,629.35	1,660.75	1,657.60	1,637.75	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65								1,569.95
Secondary - Composite	757.50	795.00	841.00	850.67	861.33	839.67	802.33	802.67	802.67	802.67	802.67								781.67
- Vocational	160.07	146.00	116.67	107.67	100.67	87.00	70.00	70.00	70.00	70.00	70.00								84.00
- Vanier	33.00	34.00	33.50	34.00	35.00	36.00	37.00	37.00	37.00	37.00	37.00								37.00
Elementary TR	26.00	24.00	20.00	16.00	14.00	13.00	9.00	9.00	9.00	9.00	9.00								13.00
Secondary TR	8.00	7.00	9.67	14.67	15.33	12.67	13.00	13.00	13.00	13.00	13.00								13.33
Lunchroom - Elementary	102.90	115.10	112.30	118.50	82.86	85.25	64.86	64.86	65.32	65.32	65.32								85.25
- Secondary	7.00	7.00	7.00	7.00	7.36	7.64	4.50	4.50	4.50	4.50	4.50								7.64
- Vocational	3.10	2.60	2.14	2.00	2.00	1.71	1.07	1.07	1.07	1.07	1.07								1.71
Bus Supervisors	14.40	16.50	17.68	16.71	15.86	17.14	16.86	16.86	16.86	16.86	17.15								17.14
Educational Assistants	172.00	216.50	221.50	223.50	250.50	232.17	232.67	232.67	232.67	232.67	232.67								231.17
Lunchroom Assistants	6.00	6.43	6.56	6.56	7.12	4.12	2.70	2.70	2.70	2.70	2.70								4.12
Ctkrs/Maint/Whs/Asbestos	217.00	218.00	220.00	219.00	214.00	213.00	210.00	210.00	210.00	210.00	210.00								209.00
Cleaners/Cooks	340.00	347.00	351.00	360.00	347.00	313.00	306.00	304.00	304.00	304.00	304.00								309.00
Recoverable-Tchrs/Other	34.92	33.92	41.25	41.75	41.05	37.55	37.15	37.15	39.15	39.15	39.15								34.55
- Consultants	0.33	0.33	0.33	0.33															
- Clerical			0.50																
- Educ Assist	1.00	1.00				4.33	4.33	4.33	4.33	4.33	3.33								4.33
- Admin							0.50	0.50	0.50	0.50	0.50								0.50
Full Time Equiv. Positions	3,928.98	4,131.74	4,198.66	4,231.49	4,164.34	4,050.66	3,879.98	3,875.42	3,876.88	3,878.88	3,874.17								3,884.22
Number Of Employees			4,805	4861	4,829	4,706	4,449	4,448	4,452	4,454	4,450								4,540
Lunchroom Enrolment	14,000 est	15,000 est	15,571	16,618	17,432	18,003	18,707	18,707	18,707	18,707	18,707								18,000
Enrolment - Elementary	* 25,007	* 25,474	* 25,811	*26,111	*26,387	*26,685	*27,084	27,098	27,106	27,093	27,065								**26,905
- Sec Composite	*12,213	*12,354	*12,707	*12,328	*13,001	*11.529	*12,158	11,812	11,527	11,367	10,539								**12,647
- Sec Vocational	* 1,598	* 1,453	* 1,189	*950	*1,037	*771	*736	688	666	635	597								**915
- Sec Vanier	* 407	* 400	* 399	*382	*465	*464	*480	475	468	469	463								**489
- T. R.	* 210	* 193	* 178	*160	*167	*164	*157	157	157	159	158								**160
- TOTAL	* 39,435	* 39,874	* 40,284	*39,931	*41,057	*39,613	*40,615	40,230	39,924	39,723	38,822								**41,116

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources February 9, 1995

REPORT OF SUPPLY TEACHER USAGE - DECEMBER 31, 1994

SECONDARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1994 Total Days	1993 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	19.0	264.5	3.0		15.0	3.5	2.0	13.5	301.5	243.0	44,537	57,582	102,119
FEBRUARY	20.0	34.0	287.5	7.0	13.5	58.0		0.5	32.0	398.5	473.0	40,724	26,044	66,768
MARCH	14.0	30.5	224.0	4.0	4.0	23.5	1.0	16.0	22.0	294.5	477.5	38,232	35,718	73,950
APRIL	18.0	36.5	295.0	14.0	7.0	17.5		5.5	40.0	379.0	495.5	54,475	35,183	89,658
MAY	21.0	134.0	436.0	41.5	26.0	29.5		1.0	40.0	574.0	479.0	58,648	72,621	131,269
JUNE	19.0	181.5	284.0	6.5	2.0	8.0		5.5	11.0	317.0	303.5	42,973	65,139	108,112
JULY														
AUGUST														
SEPTEMBER	18.0	22.0	169.0	21.0	4.5	16.5		0.5	8.0	219.5	345.0	25,972	27,609	53,581
OCTOBER	20.0	34.5	312.0	22.5	14.5	6.0		5.5	1.5	362.0	425.0	57,421	25,382	82,803
NOVEMBER	22.0	38.5	314.5	43.0	29.0	17.5			23.5	427.5	533.0	50,500	59,302	109,802
DECEMBER	14.0	39.0	280.0	19.5	13.0	13.5		4.5	29.0	359.5	276.5	38,880	35,595	74,475
TOTALS		569.5	**2866.5**	**182.0**	**113.5**	**205.0**	**4.5**	**41.0**	**220.5**	**3633.0**	**4051.0**	**452,362**	**440,175**	**892,537**
% Of Total			**78.9**	**5.0**	**3.1**	**5.6**	**0.1**	**1.1**	**6.1**					

ELEMENTARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1994 Total Days	1993 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	21.0	9.0	1371.5	7.5	3.5	27.5	47.5	2.0	44.0	1503.5	1704.0	173,820	100,805	274,626
FEBRUARY	20.0	25.0	1446.0	6.0	9.5	32.5	56.0	2.5	89.5	1642.0	1615.0	190,506	79,645	270,151
MARCH	14.5	19.0	785.5	7.0	7.0	23.0	55.0	11.0	48.5	937.0	1279.0	105,286	86,754	192,040
APRIL	19.0	49.5	1469.0	3.0	24.0	43.0	101.0	1.5	82.0	1723.5	1699.5	223,209	60,210	283,419
MAY	20.0	97.0	1326.5	14.5	21.5	42.5	58.0	5.5	106.5	1575.0	1445.0	100,076	242,197	342,273
JUNE	20.0	240.5	1009.0	50.0	5.5	30.0	47.0	5.0	43.0	1189.5	1414.0	144,722	178,988	323,710
JULY														
AUGUST														
SEPTEMBER	18.0	25.0	566.0	7.0	2.5	18.5	39.0	6.0	46.5	685.5	988.0	85,689	32,104	117,793
OCTOBER	20.0	55.5	1113.0	10.0	8.0	17.5	52.0	7.5	55.5	1263.5	1357.0	167,876	91,019	258,895
NOVEMBER	21.0	58.5	1627.0	7.0	20.5	61.0	77.0	6.5	44.0	1843.0	1798.5	214,464	131,181	345,645
DECEMBER	13.0	39.0	833.0	6.0	.5	28.0	32.5	3.5	10.0	913.5	943.0	99,087	85,368	184,455
TOTALS		618.0	**11546.5**	**118.0**	**102.5**	**323.5**	**565.0**	**51.0**	**569.5**	**13276.0**	**14243.0**	**1,504,735**	**1,088,271**	**2,593,007**
% Of Total			**87.0**	**0.9**	**0.8**	**2.4**	**4.3**	**0.4**	**4.3**					

REPORT OF SUPPLY TEACHER USAGE - DECEMBER 31, 1994

SECONDARY & ELEMENTARY														
MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1994 Total Days	1993 Total Days	$ Expense	Long Term Occasional	Total Expense	1994 % Spent
JANUARY	28.0	1636.0	10.5	3.5	42.5	51.0	4.0	57.5	1805.0	1947.0	218,357	158,387	376,745	
FEBRUARY	59.0	1733.5	13.0	23.0	90.5	56.0	3.0	121.5	2040.5	2088.0	231,230	105,689	336,919	
MARCH	49.5	1009.5	11.0	11.0	46.5	56.0	27.0	70.5	1231.5	1756.5	143,518	122,472	265,990	
APRIL	86.0	1764.0	17.0	31.0	60.5	101.0	7.0	122.0	2102.5	2195.0	277,684	95,393	373,077	
MAY	231.0	1762.5	56.0	47.5	72.0	58.0	6.5	146.5	2149.0	1924.0	158,724	314,818	473,542	
JUNE	422.0	1293.0	56.5	7.5	38.0	47.0	10.5	54.0	1506.5	1717.5	187,695	244,127	431,822	
JULY														
AUGUST														
SEPTEMBER	47.0	735.0	28.0	7.0	35.0	39.0	6.5	54.5	905.0	1333.0	111,661	59,713	171,374	
OCTOBER	90.0	1425.0	32.5	22.5	23.5	52.0	13.0	57.0	1625.5	1782.0	225,297	116,401	341,698	
NOVEMBER	97.0	1941.5	50.0	49.5	78.5	77.0	6.5	67.5	2270.5	2331.5	264,964	190,483	455,447	
DECEMBER	78.0	1113.0	25.5	13.5	41.5	32.5	8.0	39.0	1273.0	1219.5	137,967	120,963	258,930	
TOTALS	1187.5	14413.0	300.0	216.0	528.5	569.5	92.0	790.0	16909.0	18294.0	1,957,097	1,528,446	3,485,544	116.2
% Of Total		85.2	1.8	1.3	3.1	3.4	0.5	4.7						

1994 BUDGET
$3,000,000

1995 02 09

TO: The Chairman and Members of the Personnel and Organization Committee

FROM: Rick Binns, Superintendent, Human Resources Services

RE: **LUNCHTIME SUPERVISION**

BACKGROUND:

- During the 1994 budget deliberation, the Board approved a reduction in the Lunchtime Supervisor budget necessitating an increase in ratio of 45-50 students per supervisor.

- At the September 1994 Personnel and Organization Committee meeting the following motion was passed:

  "That a report be provided to the February 1995 meeting of the Personnel and Organization Committee outlining the impact the increased ratio has on schools."

- At the 1994 10 13 Board Meeting, approval was given that, on an as-need basis, up to 60 casual lunchtime supervisors be hired as soon as possible with an additional 40 to be hired as the inclement weather becomes more severe.

- On 1994 10 24 and shortly thereafter approximately 40 additional casual lunchtime supervisors were added. This lowered average ratios to 41-1 and made it possible to accommodate students without having them sit on the floor to eat. Also, even lower ratios were provided in schools where students were eating in portables allowing them to meet fire regulations. Ratios were also lowered to provide adequate supervision for students with medical problems or physical disabilities.

- On 1994 12 05 and shortly thereafter approximately 30 additional casual lunchtime supervisors were added, lowering the average ratio to 37-1. Due to the colder weather the number of students registered for lunchtime supervision had increased. This ratio allowed re-organization of classrooms to provide seating for all children. During inclement weather the students remain in the classroom under the supervision of the supervisor. The lower ratio provided the possibility of better control.

- In respect to the question of charging fees for lunchtime supervision, this is illegal and is indicated in the attached memo. Appendix 1

ISSUE:

1. To share information with Trustees regarding the impact the increased ratio has on schools.

RECOMMENDATION:

- That this report be received for information.

RATIONALE:

- Impact of Increased Ratio on Schools Appendix 2

Prepared by Marian Avery
Human Resources Services

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Appendix 1

Policy/Program Memorandum No. 15

Copy

Date of Issue: Revised 1982

Effective: Until revoked or modified

Subject: SUPERVISION OF PUPILS AT LUNCH HOUR

Application: Principals of schools

References: Memorandum 1979-80: C; Regulation 262

There is no provision in the Education Act, or the Regulations that gives a board, a principal or a parents' committee the authority to require that a fee be paid for the supervision required to be provided by the principal of a school.

Regulation 262, subsection 3(8), requires as a minimum that "in every case the school buildings and playgrounds shall be open to pupils during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day."

Clause 12(3)(d) of the same Regulation requires the principal of a school to provide for adequate supervision for the period that the school buildings and playgrounds are open to pupils under subsection 3(8), and clause 12(3)(m) requires the principal of a school to assign suitable quarters for pupils to eat lunch.

Ontario

Ministry of Education

Ministry of Colleges and Universities

Telephone 416/965- 4232 22nd Floor
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Our file number

Your file number

April 28, 1980

APR 30 1980

Mr. A. J. Krever
Director of Education
The Board of Education for
the City of Hamilton
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Krever:

Re: Lunch Hour Supervision of Pupils

This letter acknowledges receipt of your letter of March 17, 1980.

Subsection 8 of section 3 of Regulation 704/78 has been discussed with those who were involved in its drafting and, with respect, I must advise you that the intent was, and is, as stated in Memorandum 1979-80:C of March 4, 1980, (copy attached), to require that supervision be provided for the entire period from a time beginning fifteen minutes before classes begin to a time ending fifteen minutes following the conclusion of classes. The subsection, as reviewed, requires every board to determine a suitable supervisory period, which shall not be less than that prescribed by the provision. The Ministry's position on this matter remains unchanged.

You will note that Memorandum 1979-80:C draws attention to the requirement in Regulation 704 for adequate supervision as provided in clause h of subsection 2 of section 12, and for suitable lunch accommodation in clause j of subsection 2 of section 12.

Mr. A. J. Krever
April 28, 1980
Page 2

In addition, please note that Memorandum 1979-80:C indicates that there is no provision in The Education Act, 1974 or the Regulations that gives a board, a principal or a parents' committee the authority to require that a fee be paid for the supervision required to be provided by the principal of a school.

It is hoped that the contents of the memorandum serve to clarify the whole matter.

Yours sincerely,

G. R. Podrebarac
Assistant Deputy Minister
Education Programs

APPENDIX 2

IMPACT OF INCREASED RATIO ON SCHOOLS

IMPACT	RESULTS
Overcrowding	Difficult to maintain order in classrooms, halls, washrooms and outside. Higher noise level. Difficult to check and track attendance due to high numbers. Limited time to respond effectively to child dealing with anger, disrespect or overactive behaviour. Lower response time for supervisors to deal with emergencies and respond to illness.
Accommodation	Students seated on floor in gym while eating lunch. Students on shifts.
Discipline Problems	Increased number of incidents of vandalism, destruction of teacher materials, fighting, arguing, accidents and theft. Inconsistency in implementing policies ie Safe Schools.
Health of Students	Difficult to ensure sufficient individual attention given to medical concerns. Concern that sufficient time available to react to allergic reactions. Difficult to maintain cleanliness of room.
Nutrition	Some students not finishing lunch due to supervisors not having sufficient time to encourage individual children to finish eating.
School Program	Time reduced for gym program due to time required to take down and erect equipment. No extra curricular activities at lunchtime. Principal's time required to supervise and deal with misbehaviour.
Cleanup of Classrooms	Increased problem due to large numbers. Less time to clean up. Expectations of cleaning and teaching staff cannot be met resulting in complaints. When schools are on 2nd day cleaning, several complaints.
Inclement Weather Problems	No program resulting in misbehaviour due to boredom. Limited space in classroom to play.

APPENDIX 2 con't

Low Staff Morale	High turnover of lunchtime supervisor staff. Lack of paid inservice time. Low tolerance for student misbehaviour. Lack of teaming. Planning of special events impossible. Problems compounded when no replacement for absent supervisor.

Parental Concerns	Increased complaints including inspections from Health Department. Difficult to maintain good Public Relations due to dissatisfaction.

Education Centre
100 Main Street West
Hamilton, Ontario
1994 02 09

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) That the following staff be appointed to the position stated, effective as shown, with salary according to the salary schedule:

Joanne Pitilli, Library Clerk, .6 (Grade 3, Clerical and Technical Staff), 1995 02 20
Replacement

2. PERMANENT STAFF APPOINTMENTS

(a) That Karen Putman (E) be rehired and appointed to the Permanent Staff, effective 1995 03 01, with salary according to the salary schedule.
Replacement

3. PROMOTIONS - Nil

4. INTERNAL APPOINTMENTS - Nil

5. TIMETABLE CHANGES - Nil

6. RETIREMENTS - Nil

7. LEAVING EMPLOYMENT

(a) That the date, 1995 01 27, for Ida Beam, Educational Assistant (Educational and Lunchroom Assistant Staff) to leave the employ of the Board be approved.

8. LEAVES

Leave of Absence

(a) That the requests of the following teachers for Leaves of Absence, effective as shown, be granted:

Faith Bland (E), 1995 02 20 to 1995 03 31
Susan K. Mackrory (E), 1995 04 03 to 1995 09 04
Barbara Russell Morse (S), 1995 02 20 to 1995 08 31
Cynthia Norman (E), 1995 02 20 to 1995 08 31
Karen Price (E), 1995 01 02 to 1995 03 24
Edith Schroedter (S), 1995 02 01 to 1995 08 31

(b) That the request of the following staff for a Leave of Absence, effective as shown, be granted:

Elaine Nowell (Student Records Secretary, Secondary School Clerical & Secretarial Staff), 1995 03 27 to 1995 09 29

Leave of Absence - Date Change

(a) That the effective dates of the Leave of Absence granted to Audrey Hensen (E) at a previous meeting be changed to 1994 12 26 to 1995 04 28.

(b) That the effective dates of the Leave of Absence granted to the following staff at a previous meeting be changed as shown:

Anna Ravida-DiFazio (Speech and Language Pathologist, Professional Student Services Personnel), 1995 02 20 to 1995 06 16

Leave Extension

(a) That the requests of the following teachers for an extension of their Leaves of Absence, effective as shown, be granted:

Sharon Dorin (E), 1995 03 06 to 1995 03 17
Sandra Easterbrook-Barna (E), 1995 03 20 to 1995 05 26

Return from Leave of Absence

(a) That the following teachers be returned from their Leaves of Absence and assigned teaching duties effective as shown:

Sharon Dorin (E), 1995 03 20
Anita Dunn (E), 1995 01 30
Cynthia Lea (E), 1995 02 28
Mary Legacy (S), 1995 02 01
Jennifer McConnell (S), 1995 02 22

(b) That the following staff be returned from their Leaves of Absence, effective as shown:

Lynn Hicks (Speech and Language Pathologist, Professional Student Services Personnel), 1995 02 01
Cindy Stewart (Student Records Secretary, Secondary School Clerical & Secretarial Staff), 1995 02 06
Diane Watts (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 02 06

9. OTHERS - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 03 09

Confirmation of the minutes of the regular meetings of 1994 12 08, 1995 01 12, 1995 02 09 and special meeting of 1995 01 31.

GENERAL

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

Education Centre
100 Main Street West
Hamilton, Ontario
1995 03 09

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) That the following staff be appointed to the Probationary Staff in the position stated, effective as shown, with salary according to the salary schedule:

Lynn Henschel, Secretary, Staff Development, .5 (Grade 6, Clerical and Technical Staff), 1995 03 22
Contract Compliance

2. PERMANENT STAFF APPOINTMENTS - Nil

3. PROMOTIONS - Nil

4. INTERNAL APPOINTMENTS - Nil

5. TIMETABLE CHANGES - Nil

6. RETIREMENTS

(a) (i) That the resignations of the following staff for the purpose of retirement from the position stated, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Frank Hore (Cleaner, Cleaning Staff), 1995 02 24
Christina Myke (Cleaner, Cleaning Staff), 1995 06 30
Betty Ross (Cleaner, Cleaning Staff), 1995 06 30
Dolores Thompson (Cleaner, Cleaning Staff), 1995 02 28

(ii) That the resignation of Roberta Tischler, Cleaner (Cleaning Staff) for the purpose of retirement from the position stated, effective 1995 04 28, be accepted with regret.

7. LEAVING EMPLOYMENT - Nil

8. LEAVES

Leave of Absence

(a) That the request of Karyn Hogan, Research Technician (Clerical and Technical Staff) for a Leave of Absence, effective 1995 03 06 to 1995 03 31, be granted.

Return from Leave of Absence

(a) That Karyn Hogan, Research Technician (Clerical and Technical Staff) be returned from a Leave of Absence, effective 1995 02 13.

9. ***OTHERS*** - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	1993	1994 ACTUALS SEPT	OCT	NOV	DEC	JAN	FEB	1995 ACTUALS MAR	APR	MAY	JUNE	JULY	AUG	1994 BUDGET
Admin & Support Staff	449.66	437.36	435.46	434.46	436.46	432.46	432.46							434.86
Co-ordinators/Consultants														
Teachers - Elementary	47.00	47.00	46.00	46.00	46.00	46.00	46.00							46.00
Secondary - Composite														
- Vocational	580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65							1,569.95
- Vanier														
Elementary TR			802.67	802.67	802.67	802.67	800.00							781.67
Secondary TR			70.00	70.00	70.00	70.00	70.00							84.00
Luchroom - Elementary			37.00	37.00	37.00	37.00	37.00							37.00
- Secondary														
- Vocational														
Bus Supervisors			9.00	9.00	9.00	9.00	9.00							13.00
Educational Assistants			13.00	13.00	13.00	13.00	13.00							13.33
Luchroom Assistants														
Ctkrs/MaintWhs/Asbestos			64.86	65.32	65.32	65.32	65.32							85.25
Cleaners/Cooks			4.50	4.50	4.50	4.50	4.50							7.64
Recoverable-Tchrs/Other			1.07	1.07	1.07	1.07	1.07							1.71
- Consultants														
- Clerical														
- Educ Assist			16.86	16.86	16.86	17.15	17.15							17.14
- Admin			232.67	232.67	232.67	232.67	232.67							231.17
			2.70	2.70	2.70	2.70	2.70							4.12
			210.00	210.00	210.00	210.00	210.00							209.00
			304.00	304.00	304.00	304.00	304.00							309.00
			37.15	39.15	39.15	39.15	39.15							34.55
			4.33	4.33	4.33	3.33	3.33							4.33
			0.50	0.50	0.50	0.50	0.50							0.50
			3,872.42	3,873.88	3,875.88	3,871.17	3,868.50							3,884.22
			4,445	4,449	4,451	4,447	4,447							4,540
			18,707	18,707	18,707	18,707	18,707							18,000
			27,098	27,106	27,093	27,065	27,027							**26,905
			11,812	11,527	11,367	11,250	11,476							**12,647
			688	666	635	597	664							**915
			475	468	469	463	470							**489
			157	157	159	158	157							**160
			40,230	39,924	39,723	39,533	39,794							**41,116

r 30th Enrolment Estimates

Prepared by Human Resources March 9, 1995

Return from Leave of Absence

(a) That Karyn Hogan, Research Technician (Clerical and Technical Staff) be returned from a Leave of Absence, effective 1995 02 13.

9. ***OTHERS*** - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUAL						1994 ACTUALS						1995 ACTUALS						1994
	1988	1989	1990	1991	1992	1993	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	BUDGET
Admin & Support Staff	470.64	492.54	493.54	486.71	452.66	449.66	437.36	435.46	434.46	436.46	432.46	432.46							434.86
Co-ordinators/Consultants	75.67	75.67	74.67	65.67	60.00	59.00	47.00	46.00	46.00	46.00	46.00	46.00							46.00
Teachers - Elementary	1,499.45	1,593.15	1,629.35	1,660.75	1,657.60	1,637.75	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65							1,569.95
Secondary - Composite	757.50	795.00	841.00	850.67	861.33	839.67	802.33	802.67	802.67	802.67	802.67	800.00							781.67
- Vocational	160.07	146.00	116.67	107.67	100.67	87.00	70.00	70.00	70.00	70.00	70.00	70.00							84.00
- Vanier	33.00	34.00	33.50	34.00	35.00	36.00	37.00	37.00	37.00	37.00	37.00	37.00							37.00
Elementary TR	26.00	24.00	20.00	16.00	14.00	13.00	9.00	9.00	9.00	9.00	9.00	9.00							13.00
Secondary TR	8.00	7.00	9.67	14.67	15.33	12.67	13.00	13.00	13.00	13.00	13.00	13.00							13.33
Lunchroom - Elementary	102.90	115.10	112.30	118.50	82.86	85.25	64.86	64.86	65.32	65.32	65.32	65.32							85.25
- Secondary	7.00	7.00	7.00	7.00	7.36	7.64	4.50	4.50	4.50	4.50	4.50	4.50							7.64
- Vocational	3.10	2.60	2.14	2.00	2.00	1.71	1.07	1.07	1.07	1.07	1.07	1.07							1.71
Bus Supervisors	14.40	16.50	17.68	16.71	15.86	17.14	16.86	16.86	16.86	16.86	17.15	17.15							17.14
Educational Assistants	172.00	216.50	221.50	223.50	250.50	232.17	232.67	232.67	232.67	232.67	232.67	232.67							231.17
Lunchroom Assistants	6.00	6.43	6.56	6.56	7.12	4.12	2.70	2.70	2.70	2.70	2.70	2.70							4.12
Ctkrs/Maint/Whs/Asbestos	217.00	218.00	220.00	219.00	214.00	213.00	210.00	210.00	210.00	210.00	210.00	210.00							209.00
Cleaners/Cooks	340.00	347.00	351.00	360.00	347.00	313.00	306.00	304.00	304.00	304.00	304.00	304.00							309.00
Recoverable-Tchrs/Other	34.92	33.92	41.25	41.75	41.05	37.55	37.15	37.15	39.15	39.15	39.15	39.15							34.55
- Consultants	0.33	0.33	0.33	0.33															
- Clerical			0.50																
- Educ Assist	1.00	1.00				4.33	4.33	4.33	4.33	4.33	3.33	3.33							4.33
- Admin							0.50	0.50	0.50	0.50	0.50	0.50							0.50
Full Time Equiv. Positions	3,928.98	4,131.74	4,198.66	4,231.49	4,164.34	4,050.66	3,876.98	3,872.42	3,873.88	3,875.88	3,871.17	3,868.50							3,884.22
Number Of Employees			4,805	4861	4,829	4,706	4,446	4,445	4,449	4,451	4,447	4,447							4,540
Lunchroom Enrolment	14,000 est	15,000 est	15,571	16,618	17,432	18,003	18,707	18,707	18,707	18,707	18,707	18,707							18,000
Enrolment - Elementary	* 25,007	* 25,474	* 25,811	*26,111	*26,387	*26,685	*27,084	27,098	27,106	27,093	27,065	27,027							**26,905
- Sec Composite	*12,213	*12,354	*12,707	*12,328	*13,001	*11.529	*12,158	11,812	11,527	11,367	11,250	11,476							**12,647
- Sec Vocational	* 1,598	* 1,453	* 1,189	*950	*1,037	*771	*736	688	666	635	597	664							**915
- Sec Vanier	* 407	* 400	* 399	*382	*465	*464	*480	475	468	469	463	470							**489
- T. R.	* 210	* 193	* 178	*160	*167	*164	*157	157	157	159	158	157							**160
- TOTAL	* 39,435	* 39,874	* 40,284	*39,931	*41,057	*39,613	*40,615	40,230	39,924	39,723	39,533	39,794							**41,116

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources March 9, 1995

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUAL						1994 ACTUALS												1994
	1988	1989	1990	1991	1992	1993	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	BUDGET
Admin & Support Staff	470.64	492.54	493.54	486.71	452.66	449.66	449.66	449.16	449.16	449.16	449.16	449.16	447.36	447.36	437.36	435.46	434.46	436.46	434.86
Co-ordinators/Consultants	75.67	75.67	74.67	65.67	60.00	59.00	59.00	59.00	59.00	59.00	59.00	59.00	59.00	59.00	47.00	46.00	46.00	46.00	46.00
Teachers - Elementary	1,499.45	1,593.15	1,629.35	1,660.75	1,657.60	1,637.75	1,639.95	1,639.95	1,639.95	1,639.95	1,639.95	1,639.95	1,639.95	1,639.95	1,580.65	1,580.65	1,580.65	1,580.65	1,569.95
Secondary - Composite	757.50	795.00	841.00	850.67	861.33	839.67	839.67	843.67	843.67	843.67	843.67	843.67	843.67	843.67	802.33	802.67	802.67	802.67	781.67
- Vocational	160.07	146.00	116.67	107.67	100.67	87.00	87.00	86.00	86.00	86.00	86.00	86.00	86.00	86.00	70.00	70.00	70.00	70.00	84.00
- Vanier	33.00	34.00	33.50	34.00	35.00	36.00	36.00	38.00	38.00	38.00	38.00	38.00	38.00	38.00	37.00	37.00	37.00	37.00	37.00
Elementary TR	26.00	24.00	20.00	16.00	14.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	9.00	9.00	9.00	9.00	13.00
Secondary TR	8.00	7.00	9.67	14.67	15.33	12.67	12.67	13.33	13.33	13.33	13.33	13.33	13.33	13.33	13.00	13.00	13.00	13.00	13.33
Lunchroom - Elementary	102.90	115.10	112.30	118.50	82.86	85.25	85.25	85.25	85.25	85.25	85.25	85.25	85.25	85.25	64.86	64.86	65.32	65.32	85.25
- Secondary	7.00	7.00	7.00	7.00	7.36	7.64	7.64	7.64	7.64	7.64	7.64	7.64	7.64	7.64	4.50	4.50	4.50	4.50	7.64
- Vocational	3.10	2.60	2.14	2.00	2.00	1.71	1.71	1.71	1.71	1.71	1.71	1.71	1.71	1.71	1.07	1.07	1.07	1.07	1.71
Bus Supervisors	14.40	16.50	17.68	16.71	15.86	17.14	17.14	17.14	17.14	17.14	17.14	17.14	17.14	17.14	16.86	16.86	16.86	16.86	17.14
Educational Assistants	172.00	216.50	221.50	223.50	250.50	232.17	232.17	232.17	232.17	232.17	232.17	232.17	232.17	232.17	232.67	232.67	232.67	232.67	231.17
Lunchroom Assistants	6.00	6.43	6.56	6.56	7.12	4.12	4.12	4.12	4.12	4.12	4.12	4.12	4.12	4.12	2.70	2.70	2.70	2.70	4.12
Ctkrs/Maint/Whs/Asbestos	217.00	218.00	220.00	219.00	214.00	213.00	213.00	213.00	213.00	213.00	213.00	213.00	211.00	211.00	210.00	210.00	210.00	210.00	209.00
Cleaners/Cooks	340.00	347.00	351.00	360.00	347.00	313.00	313.00	311.00	310.00	310.00	310.00	310.00	307.00	307.00	306.00	304.00	304.00	304.00	309.00
Recoverable-Tchrs/Other	34.92	33.92	41.25	41.75	41.05	37.55	37.55	37.55	37.55	37.55	37.55	37.55	37.55	37.55	37.15	37.15	39.15	39.15	34.55
- Consultants	0.33	0.33	0.33	0.33															
- Clerical			0.50																
- Educ Assist	1.00	1.00				4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33
- Admin							0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Full Time Equiv. Positions	3,928.98	4,131.74	4,198.66	4,231.49	4,164.34	4,050.66	4,053.36	4,056.52	4,055.52	4,055.52	4,055.52	4,055.52	4,048.72	4,048.72	3,876.98	3,872.42	3,873.88	3,875.88	3,884.22
Number Of Employees			4,805	4861	4,829	4,706	4,706	4,706	4,705	4,705	4,705	4,705	4,698	4,698	4,452	4,448	4,452	4,454	4,540
Lunchroom Enrolment	14,000 est	15,000 est	15,571	16,618	17,432	18,003	18,003	18,003	18,003	18,003	18,003	18,003			18,707	18,707	18,707	18,707	18,000
Enrolment - Elementary	* 25,007	* 25,474	* 25,811	*26,111	*26,387	*26,685	26,737	26,704	26,682	26,618	26,590	26,561			*27,084	27,098	27,106	27,093	**26,905
- Sec Composite	*12,213	*12,354	*12,707	*12,328	*13,001	*11.529	11,688	11,660	11,469	11,113	10,911	10,827			*12,158	11,812	11,527	11,367	**12,647
- Sec Vocational	* 1,598	* 1,453	* 1,189	*950	*1,037	*771	755	797	748	705	678	544			*736	688	666	635	**915
- Sec Vanier	* 407	* 400	* 399	*382	*465	*464	468	469	465	462	454	454			*480	475	468	469	**489
- T. R.	* 210	* 193	* 178	*160	*167	*164	161	161	161	161	161	165			*157	157	157	159	**160
- TOTAL	* 39,435	* 39,874	* 40,284	*39,931	*41,057	*39,613	39,809	39,791	39,525	39,059	38,794	38,551			*40,615	40,230	39,924	39,723	**41,116

*September 30th Enrolments

**September 30th Enrolment Estimates

REVISED BY HUM,AN RESOURCES - MARCH 9, 1995

REPORT OF SUPPLY TEACHER USAGE - JANUARY 31, 1995

SECONDARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	16.0	249.5	10.0	9.5	4.5	0.5		17.0	291.0	301.5	47,133	48,747	95,880
FEBRUARY														
MARCH														
APRIL														
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		16.0	249.5	10.0	9.5	4.5	0.5		17.0	291.0	301.5	47,133	48,747	95,880
% Of Total			85.7	3.4	3.3	1.5	0.2		5.8					

ELEMENTARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	23.5	1343.0	13.0	2.0	36.5	47.0	9.5	51.5	1502.5	1503.5	207,695	155,755	363,450
FEBRUARY														
MARCH														
APRIL														
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		23.5	1343.0	13.0	2.0	36.5	47.0	9.5	51.5	1502.5	1503.5	207,695	155,755	363,450
% Of Total			89.4	0.9	0.1	2.4	3.1	0.6	3.4					

REPORT OF SUBSTITUTE CLEANER/CASUAL ASSISTANCE USAGE - 1995

MONTH	Working Days	Personal Reasons /Illness # of Days	Workers' Comp. # of Days	Extra Workload # of Days	Leaves, Vacancies *perm pay # of Days	Total # of Days	$ Expense
JANUARY	21	703	452		272	1,427	74,814
FEBRUARY							
MARCH							
APRIL							
MAY							
JUNE							
JULY							
AUGUST							
SEPTEMBER							
OCTOBER							
NOVEMBER							
DECEMBER							
TOTALS		703	452		272	1,427	74,814

*Leaves, Vacancies - cost covered on permanent payroll

Prepared by Human Resources
March 9, 1995

1994 AND 1995 TEMPORARY ASSISTANCE EXPENDITURES

	1994 BUDGET	YTD EXPENSE AS OF DEC 31/94	1995 BUDGET	YTD EXPENSE AS OF JAN 31/95	EXPLANATION
Central Depts. & Area Offices					
- Admin. Services	8,286	18,564		3,194	Replacement for staff - Printing, Switchboard, Research
- Computer Services	69,535	44,266		5,519	IIS Project Assistance, Co-op Student
-Security/Parking				5,483	Building Security and Parking Attendants
- Director's Office	3,321	1,000			
- Ed Centre (General)	1,795			317	Archives Researching
- Finance	8,973	5,978		554	Extra Assistance - Accounts Payable Year-end, Provincial Grant Reports
- Human Resources	28,159	12,676		685	Tchrs Seniority List
- Program Departments	123,473	101,718		6,091	Christie Conserv., Kit Services, Program Support Staff - Clerical Assistance Accomodation assistance, Paikin Libr. Students, Co-op Students
- Area 1 Office	897				
- Area 2 Office	897				
- Area 3 Office	897				
- Area 4 Office	897				
- Area 5 Office	1,436	525			
School Services					
- Student Assistance	58,327	58,356		221	Library, Textbook Student Assistance
- Elementary School Clerical	68,197	63,218		2,792	Replacement for illness. Extra Assistance - Lisgar Fire
- Secondary School Clerical	50,251	43,369		1,273	Replacement for illness
- Equipment Repair	19,741	18,714		343	Co-op Student
Regular Day School					
- Student Assistance	22,612	17,915		301	Science Lab Student Assistance, City Choir
Plant Operation	27,817	2,976			
Plant Maintenance	26,472	18,939			
Other Operating	6,820	4,822		237	Mohawk Trail, Community School Clerk
GRAND TOTAL	$528,803	$413,036		$27,010	

Prepared by Human Resources
Date: March 9, 1995

1994 TEMPORARY ASSISTANCE EXPENDITURES

	1994 BUDGET	YTD EXPENSE AS OF MAR 31/94	YTD EXPENSE AS OF JULY 31/94	YTD EXPENSE AS OF SEPT 30/94	YTD EXPENSE AS OF NOV 30/94	YTD EXPENSE AS OF DEC 31/94	EXPLANATION
Central Depts. & Area Offices							
- Admin. Services	8,286	3,092	5,276	7,682	12,625	18,564	Replacement for illness in Printing Dept. Early morning dispatching for supply tchrs, clerical etc.
- Computer Services	69,535	1,139	10,244	20,209	32,292	44,266	IIS Project Assistance. Co-op Student, illness replacement
- Director's Office	3,321		1,000	1,000	1,000	1,000	Policy Writer
- Ed Centre (General)	1,795						
- Finance	8,973				860	5,978	Extra Assistance - Accounts Payable Year-end, Provincial Grant Reports
- Human Resources	28,159	7,662	11,884	12,121	12,676	12,676	Tchrs Seniority List, Replacement for illness.
- Program Departments	123,473	14,773	50,282	56,578	78,810	101,718	Christie Conserv., Kit Services, IPRC clerical assistance, Software Technician (*see note below) Accomodation assistance, Paikin Libr. Students. Psych Testing, Co-op Student Clerical Assistance - Program Support Staff
- Area 1 Office	897						
- Area 2 Office	897						
- Area 3 Office	897						
- Area 4 Office	897						
- Area 5 Office	1,436				90	525	Extra Assistance
School Services							
- Student Assistance	58,327	12,348	32,093	46,386	53,460	58,356	Library, Textbook Student Assistance
- Elementary School Clerical	68,197	15,813	35,250	37,288	48,397	63,218	Replacement for illness. Extra Assistance - Lisgar Fire
- Secondary School Clerical	50,251	15,961	28,244	34,188	39,270	43,369	Replacement for illness
- Equipment Repair	19,741	2,995	9,298	12,867	15,987	18,714	Co-op Student
Regular Day School							
- Student Assistance	22,612	2,399	10,926	11,170	12,706	17,915	Science Lab Student Assistance, City Choir
Plant Operation	27,817					2,976	Replacement - illness
Plant Maintenance	26,472	6,262	9,865	12,268	15,216	18,939	Replacement - illness
Other Operating	6,820		1,078	4,562	4,721	4,822	Mohawk Trail, Community School Clerk
GRAND TOTAL	$528,803	$82,444	$205,440	$256,319	$328,110	$413,036	

*Software Tech - cost will be offset by perm payroll savings upto Feb 1/94

Prepared by Human Resources
Date: March 9, 1995

Date: 1995 03 09

To: Chairman and Members
Personnel & Organization Committee

From: E. G. Bond, Superintendent of Program

Re: **Proposed Changes for the Program Department**

Report: Decision

BACKGROUND:

Over the past three years, in response to school program support needs, Ministry and Board program directives and the financial constraints placed on the Board program support staff has been continually downsized and reorganized.

Last year, as a result of the Social Contract and further budget reductions and system reorganization of program support staff, several curriculum co-ordinators volunteered to assume part-time teaching duties. Other curriculum co-ordinators took on triple portfolios. This was done to ensure consistency in program development of the Common Curriculum Outcomes and continued program support to the schools. The complement of curriculum consultants was also reduced as was the adjustment services staff. The result was less direct support to students, staff and parents in some program areas and overall less time for the same number of schools.

Recognizing that these changes were an interim measure, the Superintendent of Program met with both elementary and secondary school administrators in January of this year to ask their assistance in completing a survey of school needs related to program support. The purpose of this survey was to determine the program support schools see as critical, the practices they recommend be continued and the changes to be made to assist with the program changes ahead of us. Principals completed and returned the surveys either as groups or as individuals. At the same time, program department staff were asked to offer suggestions they had about changes for future program delivery.

Early in February, the Minister of Education and Training made the first announcement in response to the recommendations outlined in the **Royal Commission on Learning Report.** As a result of the Minister's first announcement there will be significant changes in program development in this province. Rather than each school board developing its own curriculum, outcomes and standards, the Ministry of Education and Training will assume this responsibility from grades JK to the end of secondary education.

The Minister stated that by reducing curriculum development costs, school boards can reallocate dollars to the implementation of the new initiatives through in-service for staff who will be undertaking these new thrusts. This statement was reaffirmed at the recent meeting of Board Chairs, Directors and Superintendents on February 28, 1995.

Research cited by the Royal Commission substantiates this need for teacher in-service:

> "You can't improve student learning for all or most students without improving teacher learning for all or most teachers."

Moreover, consistency of responses by school administrators underscores this direction to provide in-service for teachers and school administrators in initiating successfully the required changes. Principals and vice-principals recognize that schools cannot do it all on their own and that expertise from support

staff can serve as a meaningful catalyst for change when it is concentrated on the needs identified by the schools. They also support the importance of time efficiency and effort in avoiding duplication of efforts in each school. Centralized support, according to the survey results, will help schools focus on specific Ministry and Board directions and will enable teachers to use their time more efficiently in delivering program in the classrooms rather than each staff having to "reinvent the wheel" at each school. This consistency towards in-service and implementation was reflected in the program staff submissions, as well. As a result of both Ministry directions and school administration and program staff recommendations, there is a definite need to change the way we currently do business in providing program support and services to staff and students.

With a change of focus to implementation and in-service for teachers, this report outlines a new look in both form and composition of the program support staff. In effect, the proposal is not a reorganization but a restructuring of program support, within existing resources, that is responsive and flexible to a variety of current and future program needs in this system. The model proposed provides the framework and focus requested by school administrators for system consistency and expectation while allowing for individual schools to access the type of assistance required based on school-by-school needs.

Each Program Project Team will be headed up by a team leader with consultants and/or special assignment staff as part of the complement of each team to assist in serving schools according to their school plans. Schools will contract with the team teachers for the type of support they require. This may entail in-service sessions during the school day, before or after school, in the evening, on weekends, on PA days or summer institutes. Each Team Leader and consultant or special assignment will also serve as a subject(s)/program contact resource.

Members of the Special Education Services, Psychological Services and Communication Services staff may be team members or act as a resource to the various project teams, depending upon the nature of the project and time and school responsibilities. This will provide an interdisciplinary approach to support learning for all students. Staff of the Paikin Library, Media and Kit Services will be a resource to all teams and the schools.

Depending on the nature of the project, the size and composition of the teams will vary. The Superintendents of Schools have agreed to submit the main areas of thrust in the school plans to assist in determining the composition and size of the project teams prior to posting of positions.

In most cases the focus of the project teams will range from JK to the end of secondary education.

Appendix I summarizes the input from the survey of school administrators

Appendix II outlines Ministry and Board directives and system support needs.

Appendix III contains a list of the seven initiatives that have been identified as a result of the Royal Commission Report, Ministry directions, Board approved policies and/or school administrators as program priorities.

Appendix IV outlines the areas of focus of each project team to provide support to schools in their implementation process.

Appendix V outlines the changes from the current status to the proposed status.

Appendix VI indicates the financial implications.

ISSUES:

To share information with trustees regarding the proposed changes to the program department effective September, 1995.

To seek approval from the trustees regarding the proposed changes to be effective September, 1995.

RECOMMENDATIONS:

1) That the proposed changes for the Program Department be approved effective September 1995 subject to budget approval.
2) That the Program Department be renamed Program Services, effective September, 1995.

RATIONALE:

See Appendices I, II, III, IV, V and VI

Appendix	I	Input from School Administrators
Appendix	II	Ministry and Board Directives and System Support Needs
Appendix	III	Program Priorities
Appendix	IV	Areas of Focus of Each Project Team
Appendix	V	Changes from the Current Status to the Proposed Status
Appendix	VI	Financial Implications

Appendix I

Input From Survey of School Administrators

Overall Directions

Focus

Framework

Implementation

Generalists/Specialists

Consistency/School Needs

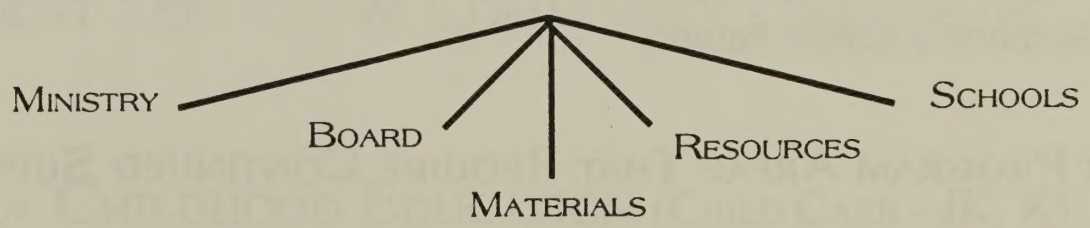
Direct Service/Consultation

Program Support Staff:

Available

In-Service

Information Sharing



DART Assistance

Behavioural Support

Program Modifications

Appendix II

Ministry Directives

Ontario School Curriculum Changes for September 1996
- The Common Curriculum (Grades 1 - 9)
- Outcomes and Standards
  - JK - end of Secondary Education
  - Language
  - Mathematics
  - Science and Technology
  - Personal & Social Studies
- School Community Councils
- Testing and Reporting Test Results
- School - Workplace Linkage (Career Awareness & Planning)
- Restructuring Secondary Education
- Information Skills and Technology

Board Directives

Literacy Across the Curriculum Policy
(Language, Media, Technology and The Arts)
Safe Schools Policy
Implementation of the Common Curriculum
(Grades 1 - 9)
Communicating Assessment Results Policy
Child Care Policy
Student Retention
Environmental Policy
Secondary School Futures

Other Program Areas That Require Continued Support

Co-operative Education
Alternative Education
School-To-Work Transitions
Special Education and Services
Compensatory Education

Appendix III

Program Priorities

Literacy (JK - 12)

Numeracy and Problem Solving (JK - 12)

Assessment Evaluation and Reporting (JK - 12)

Information Skills and Technology (JK - 12)

Social & Interpersonal Skills (Safe Schools) (JK - 12)

Student Services & Community Linkage (JK - 12)

Early Childhood Education (Child Care - JK, K)

E. G. Bond, Superintendent of Program
F. A. Cooke, Assistant Superintendent of Program

PROJECT TEAMS: AREAS OF FOCUS

Appendix IV

to be effective September 1995

LITERACY
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- provincial standards in grades 3, 6, 9 in language
- future outcomes and standards for JK - secondary education
- Literacy Across the Curriculum Policy - (language, media, technology and the arts)
- results of the Grade 9 Reading and Writing Review and the Grade 12 Writing Review
- early intervention - grade 1 - 3 (reading and writing)
- remediation

NUMERACY AND PROBLEM SOLVING
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- provincial standards in grades 3, 6, 9 in mathematics
- future outcomes and standards for JK - secondary education
- results of previous provincial and national reviews
- scientific and technological principles of investigating, explaining and decision making
- use of a variety of methods and processes to solve problems

ASSESSMENT EVALUATION AND REPORTING
- learning outcomes of the revised Common Curriculum (Grades 1 - 9)
- future outcomes and standards for JK - secondary education
- teaching / learning strategies in assessment, evaluation and reporting
- review of testing programs in the system
- provincial common reporting system
- Communication of Assessment Results Policy
- promotion procedures
- student profiles
- provincial and Board reviews

NOTE: Within the composition of the seven project teams, there will be one or more persons who have expertise in subjects, programs or divisions from JK - 12 / OAC.

INFORMATION SKILLS AND TECHNOLOGY
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- future outcomes and standards for JK - secondary education
- instructional use of computers across the curriculum
- information skills instruction in an integrated curriculum through different kinds and sources of information (e.g., print materials, video, art, photography, multi media electronic information, etc.)

SOCIAL & INTERPERSONAL SKILLS
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- future outcomes and standards for JK - secondary education
- personal and social awareness
- conflict resolution strategies
- anger management strategies
- peer mediation techniques
- restraint procedures
- classroom discipline techniques
- behaviour modification
- personal counselling
- alternative programs
- violence prevention

STUDENT SERVICES & COMMUNITY LINKAGE
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- future outcomes and standards for JK - secondary education
- career information and planning
- student retention
- wellness and healthy living
- school-to-work transitions
- entrepreneurialism
- Environmental activities
- community linkage
- social and personal studies
- societal issues
- student Bursaries
- parent councils

EARLY CHILDHOOD EDUCATION
- child care
- JK and K resource to teachers
- preschool community liaison
- special needs students
- early identification and intervention
- Child Care Policy

PROGRAM DEPARTMENT ORGANIZATION CHART 1994/95

SUPERINTENDENT OF PROGRAM

ASSISTANT SUPERINTENDENT OF PROGRAM

ARTS
VISUAL ARTS/ELEMENTARY DRAMA
- Co-ordinator

MUSIC/DANCE
- Co-ordinator

LANGUAGES
ENGLISH/SECONDARY DRAMA
- Co-ordinator

FRENCH & INTERNATIONAL LANGUAGES
- Co-ordinator

SCIENCE,MATH,TECHNOLOGY
SCIENCE
- Co-ordinator

MATHEMATICS
- Co-ordinator

TECHNOLOGICAL EDUCATION
- Co-ordinator

SELF & SOCIETY
BUSINESS/CO-OPERATIVE EDUCATION / SECONDARY SCHOOL COMPUTERS
- Co-ordinator

FAMILY STUDIES
- Co-ordinator

HISTORY/GEOGRAPHY
- Co-ordinator

PHYSICAL/HEALTH EDUCATION / GUIDANCE
- Co-ordinator

ATHLETIC OFFICE
- Athletic Convener

LEARNING RESOURCES
- Kit Services - Administrator

MEDIA IN EDUCATION
- Consultant
- Media Lirarian.
- Multi-Media Technician
- Media Assistant

PAIKIN LIBRARY
- HeadLibrarian
- ResearchLibrarian
- Library Technicians (3)

Student Records

PARTNERS IN ACTION
- Consultant

COMPUTERS IN EDUCATION (ELEM.)
- Consultant

ADULT & CONTINUING EDUCATION
- Principal
- Administrator

EARLY YEARS
- Co-ordinator
- Child Care Program Leader

FORMATIVE YEARS
- Co-ordinator

TRANSITION YEARS
- Co-ordinator

Curriculum Consultants (6)

ENVIRONMENTAL/OUTDOOR EDUCATION
- Consultant
- Teacher

ESL/D
- Consultant

ASSESSMENT EVALUATION AND REPORTING
- Special Assignment

PROGRAM RESEARCH ANALYST

SPECIAL EDUCATION SERVICES
- Supervisor
- Consultants (5)
- Community Liaison Section 27
- Job Coach
- Visual Impaired-Resource Teacher

PSYCHOLOGICAL SERVICES
- Chief Psychologist
- Psychoeducational Consultants(11)
- Gifted Consultant
- Secondary School Consultant

COMMUNICATION SERVICES
- Senior Speech / Lang. Path.
- Speech/Language Pathologists (9)
- Speech/Language Assistants (5)
- Aug. Comm. Resource Teacher
- Aug. Comm. Resource Assistant

ADJUSTMENT SERVICES / ALTER.ED.
- Supervisor
- Consultants (5)
- SALEP-Social Worker
- Social Workers

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Appendix Va

PROPOSED PROGRAM SERVICES 1995/96

SUPERINTENDENT OF PROGRAM

ASSISTANT SUPERINTENDENT OF PROGRAM

EARLY CHILDHOOD EDUCATION
- Team Leader
- Child Care Program Leader

LITERACY
- Team Leader
- Consultant(s)/ Special Assignment(s)

NUMERACY AND PROBLEM SOLVING
- Team Leader
- Consultant(s)/ Special Assignment(s)

ASSESSMENT EVALUATION AND REPORTING
- Team Leader
- Consultant(s)/ Special Assignment(s)
- Program Research Analyst

INFORMATION SKILLS & TECHNOLOGY
- Team Leader
- Consultant(s)/ Special Assignment(s)

SOCIAL & INTERPERSONAL SKILLS
- Team Leader
- Adjustment Consultants (5)
- Social Worker - SALEP Special Needs
- Consultant(s)/ Special Assignment(s)
- Social Workers

STUDENT SERVICES & COMMUNITY LINKAGE
- Team Leader
- Consultant(s)/ Special Assignment(s)
- Athletic Convener

PAIKIN LIBRARY
- Head Librarian
- Research Librarian
- Library Technicians (3)

Student Records

MEDIA IN EDUCATION
- Media Librarian
- Multi-Media Technician
- Media Assistant

LEARNING RESOURCES
- Kit Services - Administrator

ADULT AND CONTINUING EDUCATION
- Principal

SPECIAL EDUCATION SERVICES
- Supervisor
- Consultants (5)
- Community Liaison Section 27
- Job Coach
- Vis. Impaired-Resource Teacher

PSYCHOLOGICAL SERVICES
- Chief Psychologist
- Psychoeducational Consultants (11)
- Gifted Consultant
- Secondary School Consultant

COMMUNICATION SERVICES
- Senior Speech / Lang. Path.
- Speech/Language Pathologists (9)
- Speech/Language Assistants (5)

- Aug. Comm. Resource Teacher
- Aug. Comm. Resource Assistant

Appendix VI

Financial Implications for Proposed Program Department Reorganization

Present	Proposed	Annualized Financial Implications (Salaries & Benefits)	1995 Budget Implications (4/10) (Salaries & Benefits)
Co-ordinators • Subject 8 FTE • Divisional 3 FTE Supervisor 1 FTE Special Assign. 1 FTE 13 FTE	Project Team • Team Leaders 7 FTE 7 FTE	* Estimated Savings $528,000.00	*Estimated Savings $211,200.00
Consultants • System 5 FTE • Divisional 6 FTE 11 FTE	Project Team • Consultants 16 FTE 16 FTE	Estimated Increase $385,000.00	Estimated Increase $154,000.00
Teacher 1 FTE	0	Estimated Savings $54,560.00	Estimated Savings $21,324.00
System Social Workers 0	System Social Workers 2 FTE	Estimated increase $82,500.00	Estimated Increase $33,000.00

SUBTOTALS	
Estimated Savings $582,560.00	Estimated Savings $233,024.00
Estimated Increase $467,500.00	Estimated Increase $187,000.00
**Difference $115,060.00	**Difference $46,024.00

* In accordance with the collective agreements, Co-ordinators who may be unsuccessful in application for new positions and will return to a teaching assignment will have their present salaries red circled for the balance of their terms.

Consequently the annualized cost of red circling is estimated to be between $28,000.00 and $135,000.00.

The cost of red circling for the 1995 budget is estimated to be between $11,200.00 and $54,000.00.

** In the event that the additional costs incurred through red circling exceed the estimated savings, there will be an accompanying reduction in project team staff complement.

Education Centre
100 Main Street West
Hamilton, Ontario
1995 03 09

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) That the following staff be appointed to the Probationary Educational and Lunchroom Assistant Staff as Educational Assistants, effective as shown, with salary according to the salary schedule:

Julie Gilbert (Grade 5), 1995 02 07
Karen Woods (Grade 6), 1995 03 01
Contract Compliance

2. PERMANENT STAFF APPOINTMENTS

(a) That Athanasia Psarakis (E) be transferred to the Permanent Staff, effective 1995 03 24, with salary according to the salary schedule.

3. PROMOTIONS

(a) That Ann MacDonald (S) be appointed to the position of Acting Assistant Head of Department (Guidance), effective 1995 02 01 to 1995 06 30, with salary according to the salary schedule.
(Replacement)

4. INTERNAL APPOINTMENTS

(a) That the appointment of Anne-Marie Marion (E) to the position of Special Education Consultant, be extended effective 1995 02 01 to 1995 06 30, with salary according to the salary schedule.

5. TIMETABLE CHANGES - Nil

6. RETIREMENTS

(a) (i) That the resignations of the following Elementary School Principals, for the purpose of retirement, effective 1995 06 30, be accepted with regret and that the Board's gratuity be paid.

Jack D. Diverty
Wanda E. McLaren

(ii) That the resignation of Braden C. Knowles, Secondary School Principal, for the purpose of retirement, effective 1995 06 30, be accepted with regret and that the Board's gratuity be paid.

(iii) That the resignations of the following teachers, for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Brent Ellis (S), 1995 06 30
John Heaslip (S), 1995 06 30
James Kadonaga (S), 1995 06 13
John E. Marion (S), 1995 06 30
Michael C. Sturrock (S), 1995 03 31
James Roy Turner (E), 1995 06 30
Donald M. Ward (E), 1995 09 30
Sandra Zumstein (E), 1995 06 30

(b) That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Louise Ansell (Secretary, Clerical and Technical Staff), 1995 04 28
Beverley Haslip (Secretary, Clerical and Technical Staff), 1995 06 30

7. *LEAVING EMPLOYMENT* - Nil

8. *LEAVES*

Leave of Absence

(a) That the requests of the following teachers for Leaves of Absence, effective as shown, be granted:

Biljana Arsovic Filice (E), 1995 02 22 (p.m.) to 1995 04 10
Theresa H. Bernhardt (E), 1995 04 18 to 1996 01 05
Janice Boose (E), 1995 03 03 to 1995 11 03
Joni Lee Clark (S), 1994 11 01
Cathy Erb (E), 1995 03 01 to 1995 08 31
(Loretta) Kim Hutt-Taylor (S), 1995 03 22 to 1996 01 31
Teresa Katerberg (E), 1995 05 15 to 1996 08 31
Nancy Niessen (E), 1995 04 24 to 1995 08 18
Lorelei Prevec (E), 1995 03 20 to 1995 11 19
Dale A. Pyke (E), 1995 09 01 to 1996 08 31
Maryellen Rankin (S), 1995 01 06
Lois Tymoshuk (E), 1995 03 29

(b) That the requests of the following staff for Leaves of Absence, effective as shown, be granted:

Joan Dabor (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 03 31 to 1995 10 06
Rosemary Lee (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 01 09 to 1995 07 14

Leave of Absence - "Four Over Five"

(a) (i) That the requests of the following teachers for Leaves of Absence under the Salary Holdback Plan ("Four Over Five") according to the Secondary Collective Agreement, effective as shown, be granted:

Sheila K. Babb [Sem. 2 only, 1996-97 school year], 1997 02 01
Rosemarie Mechel [Sem. 2 only, 1996-97 school year], 1997 02 01

(ii) That the Leave of Absence under the Salary Holdback Plan ("Four Over Five Plan") previously granted to Lorena Koike-Woods approved at the October, 1990 Board Meeting and amended at the February, 1994 Board Meeting for the 1995-96 school year be rescinded.

(ii) That the request of the following teachers for a Leave of Absence under the Salary Holdback Plan ("Four Over Five Plan") be amended to read for the 1995-96 school year, effective 1996 02 01:

Louise Creaghan
Michael Creaghan

Leave Extension

(a) That the request of Flora Tzaras (E) for an extension of her Leave of Absence, effective 1995 03 27 to 1995 05 05, be granted.

(b) That the request of Josephine Falletta, School Social Worker (Professional Student Services Personnel) for an extension of her Leave of Absence, effective 1995 03 06 to 1995 09 04, be granted.

Return from Leave of Absence

(a) That the following teachers be returned from their Leaves of Absence and assigned teaching duties effective as shown:

Beth Fitzgerald (E), 1995 03 06
Sylvie Francis (E), 1995 03 20
Katherine Peake (E), 1995 02 20 (.5)
Wendy Reeson (E), 1995 03 06
Mary Jane Stevens (E), 1995 09 01
Wendy Wagg (E), 1995 09 01
Julie A. Warriner (E), 1995 04 07

(b) That Linda Eustace, Bookstore Secretary (Secondary School Clerical & Secretarial Staff), be returned from her Leave of Absence, effective 1995 02 13.

9. OTHERS

(a) That the requests of the following teachers to transfer from the Elementary Panel to the Secondary Panel, effective 1994 09 01, with salary according to the salary schedule be granted:

John Blackmore
Jo-Ann Christian
David Davies
Gladys Toze
Daniel Wallace

(b) We regret to announce the death of Walter Skoropada, Educational Assistant (Educational and Lunchroom Assistant Staff) on 1995 02 27.

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 04 13

Confirmation of the minutes of the regular meeting of 1995 03 09.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Implementation Plan for the Board's Anti–Racism and Ethnocultural Policy **Pages 1 to 46**
   [Appendix 5, Separate Policy Leaflet]

NEW BUSINESS:

1. Recommendations of the Superintendent of Human Resources **Pages 47 to 48**
2. Staffing Report – Full Time Equivalent Positions **Page 49**
3. Report on Supply Teacher Usage **Pages 50 to 51**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Superintendent of Human Resources **Pages 52 to 55**
2. Report re Principal Candidates Eligible for Promotion
   [Will be placed in Trustees' lockers on 1995 04 11]

1995 04 13

TO: Chairman and Members
Personnel and Organization Committee
Education Centre

FROM: Rick Binns, Superintendent of Human Resources

RE: Implementation Plan for the Board's Antiracism and Ethnocultural Equity Policy

REPORT: Decision

BACKGROUND

- **Bill 21** "An Act to amend the Education Act in respect of Education Authorities and Minister's Powers" has given the Minister the authority to require Boards to implement an Antiracism and Ethnocultural Equity Policy (sec. 2 of the Bill). ***(Appendix #1)***
- **Policy Program Memorandum 119** sets out specific requirements for the development of an Antiracism and Ethnocultural Equity Policy as well as a five year implementation plan, beginning September 1, 1995. ***(Appendix #2)***
- **The Ministry's Guidelines for Policy Development and Implementation** clearly sets out the strategy for the 5 year implementation plan as well as the **Core Objectives**. ***(Appendix #3)***
- The Board's Policy along with an implementation plan have been in effect since May of 1992. Since that time progress reports have been presented on an annual basis. We have, through a process involving our Antiracism and Ethnocultural Equity Steering Committee (staff and community representatives), and consultation with individuals, departments, representative groups, community members, the Ministry of Education and Training and the Ministry of Citizenship reviewed and revised our existing policy and implementation plan ***(Appendix #4)*** in accordance with the core objectives set out by the Ministry.

ISSUE

- To determine the position of the Board with reference to the Board's Antiracism and Ethnocultural Equity Policy and Implementation Plan.

RECOMMENDATION

- That the implementation plan be approved.

RATIONALE

- compliance with Ministry requirements
- the Board's commitment as stated in our Policy will be confirmed ***(Appendix #5)***
- equitable educational outcomes for all students will be assured
- needs of the diverse Hamilton community will be addressed

Prepared by: Irene Sushko, Equity Coordinator

Bill 21

2ND SESSION, 35TH LEGISLATURE, ONTARIO
41 ELIZABETH II, 1992

Bill 21

(Chapter 16
Statutes of Ontario, 1992)

An Act to amend the Education Act in respect of Education Authorities and Minister's Powers

The Hon. T. Silipo
Minister of Education

1st Reading	May 26th, 1992
2nd Reading	June 30th, 1992
3rd Reading	July 9th, 1992
Royal Assent	July 27th, 1992

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Projet de loi 21

2e SESSION, 35e LÉGISLATURE, ONTARIO
41 ELIZABETH II, 1992

Projet de loi 21

(Chapitre 16
Lois de l'Ontario de 1992)

Loi modifiant la Loi sur l'éducation en ce qui concerne les commissions indiennes de l'éducation et les pouvoirs du ministre

L'honorable T. Silipo
Ministre de l'Éducation

1re lecture	26 mai 1992
2e lecture	30 juin 1992
3e lecture	9 juillet 1992
sanction royale	27 juillet 1992

Imprimé avec l'autorisation
de l'Assemblée législative par
©l'Imprimeur de la Reine pour l'Ontario

Bill 21 1992

An Act to amend the Education Act in respect of Education Authorities and Minister's Powers

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1. The definition of "education authority" in subsection 1 (1) of the *Education Act* is repealed and the following substituted:

"education authority" means a corporation that is incorporated by one or more bands or councils of bands for the purpose of providing for the educational needs of the members of the band or bands. ("commission indienne de l'éducation")

2. Paragraph 29 of subsection 8 (1) of the Act is repealed and the following substituted:

employment equity

29. require boards to develop and implement a policy on employment equity for women and other groups designated by the Minister, to submit the policy to the Minister for approval and to implement changes to the policy as directed by the Minister;

ethnocultural equity

29.1 require boards to develop and implement an ethnocultural equity and antiracism policy, to submit the policy to the Minister for approval and to implement changes to the policy as directed by the Minister;

drug education

29.2 establish a drug education policy framework and require boards to develop and implement a policy on drug education in accordance with the framework.

Commencement

3. This Act comes into force on the day it receives Royal Assent.

Projet de loi 21 1992

Loi modifiant la Loi sur l'éducation en ce qui concerne les commissions indiennes de l'éducation et les pouvoirs du ministre

SA MAJESTÉ, sur l'avis et avec le consentement de l'Assemblée législative de la province de l'Ontario, édicte :

1 La définition de «commission indienne de l'éducation» au paragraphe 1 (1) de la *Loi sur l'éducation* est abrogée et remplacée par ce qui suit :

«commission indienne de l'éducation» Personne morale constituée par une ou plusieurs bandes ou par un ou plusieurs conseils de bande afin de répondre aux besoins en matière d'éducation des membres de la bande ou des bandes. («education authority»)

2 La disposition 29 du paragraphe 8 (1) de la Loi est abrogée et remplacée par ce qui suit :

équité en matière d'emploi

29. exiger des conseils qu'ils élaborent et mettent en oeuvre une politique d'équité en matière d'emploi à l'égard des femmes et d'autres groupes désignés par le ministre, qu'ils soumettent cette politique à l'approbation du ministre et qu'ils mettent en oeuvre les modifications de la politique selon les directives de celui-ci;

équité ethnoculturelle

29.1 exiger des conseils qu'ils élaborent et mettent en oeuvre une politique d'équité ethnoculturelle et d'antiracisme, qu'ils soumettent cette politique à l'approbation du ministre et qu'ils mettent en oeuvre les modifications de la politique selon les directives de celui-ci;

éducation sur les drogues

29.2 mettre en place un cadre stratégique aux fins de l'éducation sur les drogues et exiger des conseils qu'ils élaborent et mettent en oeuvre une politique en matière d'éducation sur les drogues conformément à ce cadre stratégique.

Entrée en vigueur

3 La présente loi entre en vigueur le jour où elle reçoit la sanction royale.

Short title

4. The short title of this Act is the *Education Amendment Act (Education Authorities and Minister's Powers), 1992.*

Titre abrégé

4 Le titre abrégé de la présente loi est *Loi de 1992 modifiant la Loi sur l'éducation (commissions indiennes de l'éducation et pouvoirs du ministre).*

Appendix #2

Ontario

Ministry of Education and Training

Issued under the authority of the Deputy Minister of Education and Training

Policy/Program Memorandum No. 119

Date of Issue: July 13, 1993

Effective: Until revoked or modified

Subject: DEVELOPMENT AND IMPLEMENTATION OF SCHOOL BOARD POLICIES ON ANTIRACISM AND ETHNOCULTURAL EQUITY

Application: Chairpersons of School Boards and Minority-Language Sections[1]
Directors of Education

Introduction

The Government of Ontario is committed to the goal of assuring high-quality education and equitable educational outcomes for all students in English- and French-language schools. The government also considers it essential that students be prepared to function effectively in an increasingly diverse world.

There is growing recognition that educational structures, policies, and programs have been mainly European in perspective and have failed to take into account the viewpoints, experiences, and needs of Aboriginal peoples[2] and many racial and ethnocultural minorities. As a result, systemic inequities exist in the school system that limit the opportunities for Aboriginal and other students and staff members of racial and ethnocultural minorities to fulfil their potential. Educators therefore need to identify and change institutional policies and procedures and individual behaviour and practices that are racist in their impact, if not in intent. In this regard, antiracist and ethnocultural equity education goes beyond multicultural education, which focuses on teaching about the cultures and traditions of diverse groups.

1. In this document, the term "school board" includes French- and English-language sections.

2. The terms "Aboriginal" and "Aboriginal peoples" refer to the original inhabitants, or indigenous peoples, of Canada and their descendants. Aboriginal peoples include the Indian, Inuit, and Métis peoples of Canada.

Background

In 1987, a provincial advisory committee produced a report entitled "The Development of a Policy on Race and Ethnocultural Equity" that was intended to be a draft model policy document on race relations for school boards. This report was validated province-wide.

In the winter and spring of 1993, the ministry conducted a series of round-table discussions with school boards, which provided information on their activities, perspectives, and needs in the areas of antiracism and ethnocultural equity. Information received at these meetings has been used in developing the present policy directions and requirements.

Legislative Requirements

In accordance with an amendment made in 1992 to the Education Act,[3] every school board shall develop a policy on antiracism and ethnocultural equity, as well as a plan for implementing its policy. Boards shall then submit their policies and plans to the Minister for approval, and implement changes as directed by the Minister. Boards' implementation of their policies will entail reviewing their operations and making fundamental changes in many aspects of their operations. Some of the changes required will take place immediately; others will take place over time. The document entitled Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation has been produced to assist school boards in the development of their policies and implementation plans.

Several of the requirements for school board policies on antiracism and ethnocultural equity fall under the exclusive jurisdiction of the sections of boards. French-language school boards and French-language sections will develop policies and implementation plans that respect Section 23 of the Canadian Charter of Rights and Freedoms and Parts XII and XIII of the Education Act, R.S.O. 1990, Chapter E.2. Sections may submit their policies and implementation plans as part of the overall board submission.

Timelines for Development, Approval, and Implementation of Policies

The ministry recognizes that school boards are at different stages in the development of policies on antiracism and ethnocultural equity and in the implementation of related

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3. Education Act, R.S.O. 1990, Chapter E.2, section 8, subsection 1, paragraph 29.1 (July 1992 edition).

Ontario

Ministry of Education and Training

Policy/Program Memorandum No. 119

activities. Boards that already have related policies in place shall review and revise these policies to ensure that they meet the requirements outlined in this memorandum. These boards may begin submitting their revised policies and implementation plans to the ministry for approval in October 1993. School boards that are currently developing policies and implementation plans shall submit them to the ministry for approval as soon as they are completed.

Boards shall submit their policies and their implementation plans to the ministry no later than March 31, 1995.

Boards shall begin implementing their policies on antiracism and ethnocultural equity upon receiving approval from the ministry. Implementation of these policies must begin by September 1, 1995.

Requirements for Policies and Implementation Plans

School board policies and implementation plans shall be comprehensive and shall be designed to integrate the principles of antiracism and ethnocultural equity into all aspects of education programs and board operations. The policies and plans shall reflect a commitment by board administration and staff to identifying and addressing systemic inequities and barriers affecting Aboriginal peoples and racial and ethnocultural minorities in the planning and delivery of education programs and services.

Policies and implementation plans shall address the following ten major areas of focus:

- board policies, guidelines, and practices
- leadership
- school-community partnership
- curriculum
- student languages
- student evaluation, assessment, and placement
- guidance and counselling
- racial and ethnocultural harassment
- employment practices[4]
- staff development

4. For details see the section on "Employment Equity" on page 5.

The implementation plans shall:

- be five-year plans;
- contain clearly stated annual objectives and outcomes for implementation at both the system and the school levels;
- contain a plan of action to identify and eliminate racial and ethnocultural biases and barriers in board policies and practices and in the planning and delivery of educational programs;
- involve partnership activities with local communities, including Aboriginal groups, diverse racial and ethnocultural groups, and other education partners;
- contain mechanisms for evaluating progress, including an accountability mechanism for all of the school board staff.

The policy development and implementation processes shall be conducted in the language of the board. Boards and sections are encouraged to find alternative communication strategies when members of the community involved in the development of the policies and the implementation plan do not speak the language of the board.

At all stages of implementation, a high priority shall be assigned to broadening the curriculum to include diverse perspectives and to eliminating stereotyping. In the implementation of the policies, it is essential that staff members are made aware of the issues and are given opportunities to develop skills in dealing with racism.

Approval of Policies and Implementation Plans

Board policies and implementation plans are to be submitted for approval to the appropriate regional office of the Ministry of Education and Training within the specified timelines. The ministry will review the policies and implementation plans and determine whether or not they satisfy the requirements for approval. The ministry will use the document Antiracism and Ethnocultural Equity in School Boards when evaluating boards' policies and implementation plans.

Monitoring of Implementation

There shall be community and student involvement in monitoring policy implementation. School boards shall submit annual progress reports to the appropriate regional office of the Ministry of Education and Training. In addition, the ministry will conduct cyclical audits of the policy implementation.

The ministry will make use of the document Antiracism and Ethnocultural Equity in School Boards in monitoring implementation of boards' antiracism and ethnocultural equity policies.

Employment Equity

Equitable employment practices form an integral part of boards' antiracism and ethnocultural equity policies and practices. The work force in the school board should reflect and be capable of understanding and responding to the experiences of Ontario's culturally and racially diverse population.

The proposed Employment Equity Act (Bill 79)[5] will provide all employers, including school boards, with direction for the development, implementation, and monitoring of employment equity plans. Consequently, school boards are advised not to undertake work-force surveys, define designated groups or subgroups, or determine numerical goals for designated groups before the proposed Employment Equity Act becomes law.

In the meantime, boards should begin to identify systemic barriers in employment, as well as establish equity principles, in order to lay the foundations for the development of employment equity plans in the future. Further information will be available after the proposed Employment Equity Act becomes law.

Ministry Assistance

The resource document Changing Perspectives will be released along with Antiracism and Ethnocultural Equity in School Boards. Vers une nouvelle optique, the French-language adaptation of Changing Perspectives, will be released in the fall of 1993. The ministry will be publishing additional resource materials in the future to assist boards in implementing their policies. The ministry's regional office staff are available to assist school boards with the development of policies and implementation plans and with the implementation of the policies.

Please share the information contained in this memorandum with all school board personnel.

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5. An Act to Provide for Employment Equity for Aboriginal People, People With Disabilities, Members of Racial Minorities and Women.

history, the strength of its minority communities, and its past interaction with them.

Policies and implementation plans shall address the following ten major areas of focus:

- board policies, guidelines, and practices
- leadership
- school-community partnership
- curriculum
- student languages
- student evaluation, assessment, and placement
- guidance and counselling
- racial and ethnocultural harassment
- employment practices
- staff development

The model chosen shall include, for each of the major areas of focus:

- *a mission statement* or *statement of guiding principles* that reflects the board's commitment to addressing antiracism and ethnocultural equity;
- a *list of objectives* that defines the desired outcomes;
- a *plan of action* that outlines the tasks required to implement each objective;
- a *list of outcomes* to provide a system of accountability;
- a *list of resources* that identifies tools (human and material) needed to achieve the stated objectives;
- a *set of timelines* to help clarify the steps in the action plan and to provide a way of assessing progress;
- an *indication of the person or persons responsible* for carrying out the plan of action in each area of focus, to ensure consistent direction during implementation, to facilitate monitoring, and to ensure accountability.

A sample framework for policy development and implementation is provided on pages 9 to 11. Section 3 of this document outlines key issues in each area of focus and a set of core objectives that shall be addressed in the policy. They may serve as a starting point for the process of policy development and implementation. Further objectives may be added, as appropriate, to reflect the particular needs of local communities.

Implementation shall be based on five-year plans. At all stages of policy implementation, a high priority shall be assigned to broadening the curriculum to include diverse perspectives and to eliminating stereotyping.

All policies and implementation plans shall have mechanisms for evaluating progress, including an accountability mechanism for trustees and all school board staff. Section 4 of this document outlines criteria for monitoring policy implementation within the ten areas of focus. The criteria will be fundamental to future monitoring of the implementation of school board antiracism and ethnocultural equity policies by the Ministry of Education and Training.

To ensure that the perspectives, needs, and aspirations of Aboriginal and various racial and ethnocultural minority communities are addressed, representatives from such communities shall be actively involved in the process of policy development, implementation, and monitoring.

The proceedings related to the policy development and implementation process shall be conducted in the language of the board or of the respective section of the board. Boards and minority-language sections are encouraged, however, to find alternative communication strategies when members of the community who do not speak the language of the board are involved.

3. Areas of Focus for Antiracism and Ethnocultural Equity Policy Development and Implementation

3.1 Board Policies, Guidelines, and Practices

Principles of antiracism and ethnocultural equity shall permeate all aspects of the board's organizational structure, including its mission statement and strategic plan, where applicable, and all areas of the board's operations, policies, guidelines, programs, and practices. Barriers to equity shall be identified and addressed. Board policies and guidelines are important because they define the principles and objectives that direct board activities and day-to-day practices.

Board policies, guidelines, and practices shall ensure that the needs of all students are addressed. They should reflect diverse viewpoints, needs, and aspirations in the community, particularly of those groups that have traditionally been excluded. The board shall have an appropriate mechanism in place to ensure accountability for achieving that goal.

As stated earlier, French-language boards and sections shall submit policies and plans that respect Section 23 of the Canadian Charter of Rights and Freedoms and Parts XII and XIII of the Education Act, R.S.O. 1990, Chapter E.2. These policies shall include clear criteria that will guide admissions committees in their recommendations to the board. The ministry encourages boards to develop criteria that will facilitate the admission of students from diverse racial and ethnocultural minority communities.

Core Objectives:

- To articulate clearly the board's commitment to principles of antiracism and ethnocultural equity in all existing and new board policies, guidelines, operations, and practices.
- To eliminate racial and ethnocultural biases in board policies, guidelines, and day-to-day practices.
- To establish mechanisms for measuring progress towards antiracism and ethnocultural equity.
- To develop clear criteria for French-language boards and sections to be used by their admissions committees.

3.2 Leadership

School boards shall provide informed leadership at board and administration levels, with a commitment by all staff to identify systemic inequities and barriers and support to enable them to do so. In this regard, the role of school board trustees, directors of education, superintendents, principals, and teachers is pivotal.

School boards are inextricably linked to parents, racial and ethnocultural communities, universities and colleges, and others who support the educational system. Leaders in the educational system must share responsibility for decision-making with these groups.

Shared leadership with regard to antiracism and ethnocultural equity demands that all partners in education become responsible for preparing students to live in a racially and culturally diverse

society, that teaching reflects the contributions of diverse cultures, and that all forms of racism are challenged and removed.

Core Objectives:

- To assist school board trustees, administrators, and staff to develop the knowledge, skills, attitudes, and behaviours needed to implement antiracism and ethnocultural equity policies in the school system.
- To identify all expected outcomes for those responsible for implementation and incorporate these outcomes into the performance-appraisal process, including the ongoing evaluation of teachers.
- To ensure that board policy directions and priorities as well as the day-to-day implementation of programs and services are consistent with the aims of antiracism and ethnocultural equity.
- To establish antiracism and ethnocultural equity principles and objectives and incorporate them into annual plans and year-end reports.

3.3 School-Community Partnership

Schools shall meet the needs of their increasingly diverse communities. Active involvement and participation by members of the community in the development, implementation, and monitoring of school board policies and programs will ensure that community perspectives, needs, and aspirations are included and addressed.

School boards shall develop constructive and open dialogue and partnerships with parents and community groups to increase co-operation and collaboration among home, school, and the community. School-community partnerships shall involve diverse racial and ethnocultural groups. This applies particularly to the development of antiracism and ethnocultural equity policies, since such policies require the support of the entire community in order to be effective.

Core Objectives:

- To identify Aboriginal and racial and ethnocultural minority communities within the school board's jurisdiction, whether or not they are involved in school board activities.
- To involve diverse communities in partnership activities with the school board.
- To request community groups to identify their spokespersons for the purpose of establishing school-community partnerships.
- To assess the effectiveness of community consultation and partnership involvement.

3.4 Curriculum

The term "curriculum" encompasses all learning experiences the student will have in school. These include such aspects of school life as the general school environment, interactions among students, staff, and the community, and the values, attitudes, and behaviours conveyed by the school.

Much of the traditional curriculum focuses on the values, experiences, achievements, and perspectives of white-European members of Canadian society and excludes or distorts those of other groups in Canada and throughout the world. The value system of the dominant culture tends to become the norm and the only point of reference. This affects students' values, attitudes, and behaviours and, whether intentionally or not, may have a discriminatory effect. Students need to understand and respect cultures and alternative ways of living, and they benefit from a knowledge of the experiences and contributions of people of cultures and races other than their own.

Antiracist curriculum provides a balance of perspectives. It enables all students to see themselves reflected in the curriculum and provides each student with the knowledge, skills, attitudes, and behaviours needed to live in a complex and diverse world. It consciously examines and challenges the Eurocentric nature of curriculum and of the society in which young people are growing up.

Curriculum development and selection is made on the basis of what a student requires to function effectively in a culturally and racially diverse society.

Core Objectives:

- To develop or modify curriculum to reflect in an equitable way a culturally and racially diverse society.
- To ensure that the cultural and racial identities of all students are affirmed in an equitable and appropriate way by learning experiences in the school.
- To identify bias and discriminatory barriers in existing curriculum structures, policies, programs, and learning materials.
- To ensure that all elements in the process of curriculum review, development, and implementation are consistent with antiracism and ethnocultural equity objectives.
- To enhance teachers' abilities to use biased materials constructively to develop students' critical thinking about racism.
- To reflect the diversity of staff, students, parents, and the community in all areas of curriculum development, implementation, and evaluation, and in the membership of curriculum committees.

3.5 Student Languages

Language is a tool for learning, and access to education depends on language competence. Language proficiency underlies success in most, if not all, curriculum areas. All students, therefore – including those with a first language other than English or French – must be enabled to acquire competence in one or both of Canada's official languages. Students who have a first language other than English or French should be seen as needing to add to their linguistic repertoire rather than as deficient in language or linguistically deprived.

Teachers in all curriculum areas should recognize the importance of the language the student already speaks. Competence in the first language provides students with the foundation for developing proficiency in additional languages, and maintenance of the first language supports the acquisition of other languages. The first language also serves as a basis for emotional development and provides a vital link with students' ancestral heritage. Multilingualism enhances students' intellectual functioning and the ability to communicate, as well as their career opportunities.

Limited proficiency in the language of instruction is likely to have an impact on students' academic performance. Research shows that most newly arrived immigrant students achieve conversational fluency in the language of their receiving environment in approximately one and a half to two years, but require a minimum of five to seven years to become proficient in abstract thought in the language to be learned and to function academically like native speakers.[6]

In addition to those students who need to acquire English or French, there are some students who have not had the opportunity to attend school regularly and who may be speaking a variety of English or French different from that of their teachers. Social and cultural variations in language are to be expected, because language systems are not static. Teachers need to indicate that sociocultural varieties of language are entitled to respect and recognition. They also need to help these students to become competent in the language of instruction so that they will have the same economic and educational opportunities as their peers. It is important to provide opportunities to enable these students to upgrade their literacy and academic skills and to add to their knowledge in a variety of subject areas.[7]

6. J. Cummins and M. Swain, *Bilingualism in Education* (New York: Longman, 1986); V. Collier, "How Long? A Synthesis of Research on Academic Achievement in a Second Language", *TESOL Quarterly 23* (1989), pp. 509-31.

7. D. Corson, *Language Policy Across the Curriculum* (Philadelphia: Multilingual Matters Ltd., 1990), pp. 16, 34, 130-33. *English As a Second Language and English Skills Development, Intermediate and Senior Divisions* (Toronto: Ontario Ministry of Education, 1988).

Core Objectives:

- To affirm and value the students' first language.
- To ensure that all students achieve literacy in at least one official language.
- To provide appropriate support programs for language learning.

3.6 Student Evaluation, Assessment, and Placement

The purpose of student evaluation and assessment is to obtain as accurate a picture as possible of students' capacities in order to ensure that they are provided with a program that enables them to fulfil their potential. Student evaluation and placement are based on both teacher perceptions and the results of formal and informal assessments of students' academic and intellectual performance.

It is important that teachers have high expectations of all students. Racial and ethnocultural biases and stereotyping may influence teacher perceptions and expectations of what students are capable of achieving. In turn, such expectations may influence students' expectations of themselves.

A multifaceted approach to student evaluation and assessment is essential to provide a comprehensive picture of what students are capable of achieving. Caution needs to be used in interpreting the results obtained from standardized tests used in assessment. Most standardized tests (achievement, aptitude, psychological) measure knowledge and experiences that have been acquired within a given cultural and linguistic environment. They have limited validity for students whose culture and/or first language are different. Results from such tests can lead to misconceptions about students' capabilities and to their placement in inappropriate academic programs.

There is evidence that many Aboriginal and other racial and ethnocultural minority students have been inappropriately streamed into programs with low expectations. The programs in which students are placed may have a significant impact on students' future career aspirations and their long-term quality of life.

Antiracist student evaluation and assessment seek to achieve an accurate picture of students' capabilities to maximize their learning potential. They take into account students' prior learning, their previous school experience, and their cultural and linguistic backgrounds, including, if relevant, limited competence in the language of instruction. They ensure ongoing communication with parents and involve them in all placement decisions.

Core Objectives:

- To ensure that assessment and placement teams, instruments, and procedures are bias-free and designed to meet the needs of the individual student, and take into account the student's previous education and personal experience.
- To ensure that placement decisions are flexible so that they do not limit students' educational and career opportunities.
- To ensure that parents are fully informed about assessment and placement procedures and are involved in placement decisions.

3.7 Guidance and Counselling

Guidance counsellors play a central role in the assessment and placement of students, and in helping them to enhance their self-esteem and relationships with others. They assist students in developing high expectations for themselves and appropriate educational plans, and provide support with life-skills training, pre-employment skills development, career orientation, exploration, and planning.

Informed counselling can help to remove discriminatory barriers for students in the school system and the world of work, and can provide proactive strategies to ensure that Aboriginal and racial and ethnocultural minority students achieve personal growth and realize their full potential. To

respond effectively to the needs of all students, counselling must be culturally sensitive, supportive, and free of racial and ethnocultural bias.

Core Objectives:

- To determine what parents, students, and community groups perceive to be students' needs for guidance and counselling and whether they feel those needs are being met.
- To determine what support counsellors perceive they require in order to serve the diverse student population.
- To eliminate racial and ethnocultural stereotyping in educational and career-planning programs.
- To ensure support for students in the identification of career options and appropriate academic paths.
- To create partnerships among schools, home, community, business, and industry, and to involve parents, students, and the community in program review and development.
- To ensure that, where possible, communication strategies are in place to keep parents informed, in a language they understand, of their children's current educational achievement and progress and their plans for the future.

3.8 Racial and Ethnocultural Harassment

Racial and ethnocultural harassment is demeaning treatment based on race or ethnicity. It is a form of discrimination that is prohibited by the Ontario Human Rights Code. Harassment can be overt or subtle, intentional or unintentional. It can involve verbal or physical abuse or threats; unwelcome remarks, jokes, innuendoes, or taunting about a person's race, ethnicity, national origin, faith, dress, or accent; graffiti or the displaying of racist pictures; the composition and/or distribution of derogatory material; exclusion, avoidance, or condescension because of race or ethnocultural background; or a series of individual incidents which, when examined in their totality, can be seen to have a negative impact on an individual or group.

Harassment can have a profound impact upon the victim's self-esteem and limit the ability of the individual or group to function effectively on a day-to-day basis. It can occur among students, teaching and support staff, administrators, trustees, and other individuals in and having involvement with a school board.

Core Objectives:

- To develop or review policy guidelines and a clearly delineated process for dealing with racial and ethnocultural harassment involving staff, students, and other individuals in the school board.
- To provide staff with the knowledge and skills to identify harassment and to respond effectively to it.
- To ensure that boards communicate the policy guidelines to all members of the education community.
- To ensure that the process of addressing harassment is monitored.

3.9 Employment Practices

Equitable employment practices are an integral part of antiracism and ethnocultural equity. The work force in a school board should reflect and be capable of understanding and responding to the experiences of a racially and culturally diverse population.

Good employment practices remove barriers that prevent fair and equitable hiring, promotion, and training opportunities for everyone, at every level within the workplace. Following such practices is considered good human resources planning, as it ensures that all individuals who can do the job are considered.[8] Equitable employment practices ensure fair treatment for all working people in Ontario.

8. Further guidance on this section will be provided when Bill 79, An Act to Provide for Employment Equity for Aboriginal People, People With Disabilities, Members of Racial Minorities and Women, becomes law.

Core Objectives:

- To ensure that vacancies are advertised widely, internally within the organization as well as through outreach to designated groups.
- To ensure that recruitment, interview, selection, training, and promotion practices and procedures are bias-free.
- To ensure that interview teams for board positions reflect the diversity within the community.

3.10 Staff Development

Staff development on antiracism and ethnocultural equity is an integral part of the process of changing organizational culture and practices. Such change requires trustees and all staff to take ownership and responsibility for promoting antiracism and ethnocultural equity. All trustees and school board staff need to acquire the knowledge, skills, attitudes, and behaviours to identify and eliminate racial and ethnocultural bias and discrimination. Improved awareness of inequities and their effects can help trustees and staff to change individual behaviour and institutional practices to eliminate barriers to equity. All staff need to participate in staff development activities.

Core Objectives:

- To identify staff development needs to ensure that those responsible for implementing the board's antiracism and ethnocultural equity policy have or develop the knowledge, skills, and behaviours to carry out the mandate.
- To implement staff development programs based on identified needs.
- To enable trustees and staff to deal confidently and effectively with issues of racism and discrimination and with incidents of racial and ethnocultural harassment.
- To provide trustees and staff with the skills to identify and deal with bias in learning materials.
- To involve community groups in the development and implementation of an in-service program and other staff development programs.
- To ensure that trustees and staff are aware that they are expected to broaden their expertise in antiracist and ethnocultural equity education through courses, workshops, and community consultation.

The Board of Education for the City of Hamilton

ANTIRACISM AND ETHNOCULTURAL EQUITY IMPLEMENTATION PLAN

March 31, 1995

BOARD POLICIES, GUIDELINES AND PRACTICES

Mission Statement: The Board of Education for the City of Hamilton is committed to policies, programs and school environments which encourage all students, employees, parents, trustees and members of our community to fully contribute to and benefit from our rich racial, ethnic, cultural and religious society.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To articulate clearly the board's commitment to principles of Antiracism and Ethnocultural Equity in all existing and new board policies, guidelines, operations, and practices.	Principle of Antiracism and Ethnocultural Equity clearly articulated in Board Mission Statement and Strategic plan. Review existing and new board policies, guidelines, operations and practices to assure that statements affirming the Hamilton Board of Education's commitment to antiracism and Ethnocultural Equity are included. Communicate to entire system and community the Board's Antiracism and Ethnocultural Equity Policy. Continue the practice of meeting regularly with the Board's Antiracism and Ethnocultural Equity Steering Committee. Committee to oversee the implementation of the Board's policy.	• Commitment to the principles of Antiracism and Ethnocultural Equity will be reflected in Board's Mission Statement and Strategic plans. • All policies, guidelines, etc. will include statements affirming the Hamilton Board of Education's commitment to Antiracism and Ethnocultural Equity. • All stakeholders will understand the Board's Antiracism and Ethnocultural Equity Policy. • Views from the diverse community will be reflected in all guidelines and practices.	• Ministry • Mission/Vision Statement • Royal Commission Report • Newsletter • Antiracism and Ethnocultural Equity Steering Committee • Trustees • Director • Superintendents • Principals • Survey of parents, staff, community members • Diverse community groups • All employee groups • Equity Coordinator	September 1995 and ongoing	• Director • Superintendents • Trustees • Equity Coordinator

BOARD POLICIES, GUIDELINES AND PRACTICES

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
b) To eliminate racial and ethnocultural biases in board policies, guidelines, and day-to-day practices.	Involving community members develop criteria for assessing bias in all Board policies, guidelines and practices. Review all Board policies and practices using criteria developed for assessing bias and revise where necessary. Educate, train and sensitize those responsible for policy development.	• Criteria for ongoing review will be available. • Staff can identify Antiracism and Ethnocultural Equity biases/barriers and work to eliminate daily. • Existing and new policies being drafted will be assessed according to criteria.	• Advisory Group of parents, community, staff and students. • Designated personnel to review existing policies etc. according to criteria • Principals • Teachers • Equity Coordinator • Trainers • Support Staff • In service sessions • Day Programs	September, 1995 to December 1995 by December 1996	• Director • Trustees • Superintendents • Antiracism and Ethnocultural Equity Steering Committee • Support staff • Principals • Equity Coordinator

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
c) To establish mechanisms for measuring progress towards Antiracism and Ethnocultural Equity.	Design appropriate instruments to assess current situation re Antiracism and Ethnocultural Equity. Utilize existing Antiracism and Ethnocultural Equity Steering Committee to advise, monitor, re implementation of the Policy and report at least annually to Board re progress. Monitor incidents utilizing existing tracking form. Revise year end reports by principals, superintendents, Director, to include Antiracism and Ethnocultural Equity information	• Appropriate mechanisms in place to monitor progress of the Antiracism and Ethnocultural Equity Policy implementation. • All Stakeholders will be involved in advising and monitoring. • Trustees will be provided with current information. • Information re types of occurrences will be available.	• Ministry • Ontario Antiracism Secretariat • Tracking Form • Experts in design and planning • Antiracism and Ethnocultural Equity Steering Committee	June 1996 Annually Annually	• Director • Antiracism and Ethnocultural Equity Steering Committee
d) To develop clear criteria for French-language boards and sections to be used by their admissions committees.	In compliance with Section 23 of the Charter of Rights develop clear criteria for the provision of French Language education. Antiracism and Ethnocultural Equity plans for the Board and the minority section are compatible.	• Clear criteria will be in place. • Appropriate print material provides for various groups.	• AEFO • Minority section admission committee	June 1996	• Superintendent of French Language • French Language trustees • Anti-Racism and Ethnocultural Equity Steering Committee

LEADERSHIP

Mission Statement: All staff in position of leadership within the system will foster actively an environment of respect for the racial, ethnic, cultural and religious plurality of our society.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To assist school board trustees, administrators, and staff to develop the knowledge, skills, attitudes, and behaviours needed to implement Antiracism and Ethnocultural Equity policies in the school system	Provide ongoing leadership programs in Antiracism and Ethnocultural Equity for trustees, administrators, staff and others effected. Develop new strategies for effectively meeting the needs of the students and staff throughout the system. Provide resources for school board trustees, administrators and staff to attend system/outside conferences, bring in theater productions and/or speakers to enhance the Antiracism and Ethnocultural Equity programs.	• Leaders will have the skills and awareness to implement the Antiracism and Ethnocultural Equity Policy • Shared leadership with regard to Antiracism and Ethnocultural Equity demands that all partners in education become responsible for preparing students to live in a racially and culturally diverse society, that teaching reflects the contributions of diverse cultures, and that all forms of racism are challenged and removed.	• Ministry of Citizenship • Internal • Outside agencies • Cooperative efforts with other Boards • College/University • Anti-Racism and Ethnocultural Steering Committee • Federations/Unions • Ministry of Education Document/ Publications	By June 1996 review training ongoing	• Director • Trustees • Superintendents • Principals • Equity Coordinator • Teachers • Support Staff • Supervisors • Anti-Racism and Ethnocultural Steering Committee • Federations • ESL/ESD Staff

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
b) To identify all expected outcomes for those responsible for implementation and incorporate these outcomes into the performance-appraisal process, including the ongoing evaluation of teachers.	Ensure that annual plans of all Superintendents, Principals and Managers clearly define responsibilities for implementation of the Antiracism and Ethnocultural Equity Policy. Needs Assessment To develop in consultation with the community an appraisal form for those in positions of responsibility Train a group of in-service facilitators	• Performance appraisal process would confirm that related goals have been met. • Representatives of community groups participate in planning and presenting in-service to staff • Three year cycles would allow for staff changes etc. • Applicants for positions of responsibility would be Antiracism and Ethnocultural Equity change agents.	• Community leaders • Outside experts • Trained personnel from mainstream and all other ethnocultural groups on Antiracism and Ethnocultural Equity issues	September 1996 and ongoing every 3 years	• Director • Trustees • Superintendents • Equity Coordinator • Principals • Supervisors • Support Staff • Community Representatives

LEADERSHIP

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
c) To ensure that Board policy direction and priorities as well as the day-to-day implementation of programs and services are consistent with the aims of Antiracism and Ethnocultural Equity.	Develop ongoing procedures for Antiracism and Ethnocultural Equity practices including checks and balances and complaints/procedures. Develop ongoing professional development plans for positions of responsibility including trustees and teachers. Organize community, parent and student groups to assess the impact of change.	• A procedure manual shall be developed. • Written account of implementation priorities and procedures will be available • Implementation checklist will be developed. • Progress will be documented and reported annually.	• Community groups • Parents • Students • Ministry	by Jan. 97 annual reports	• Antiracism and Ethnocultural Equity Steering Committee • Director of education • Superintendents • Principals

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
d) To establish Antiracism and Ethnocultural Equity principles and objectives and incorporate them into annual plans and year-end reports.	Devise a process to collaborate with Hamilton Board of Education leadership and the Antiracism and Ethnocultural Equity advisory board to develop Antiracism and Ethnocultural Equity principles and objectives. Design a monitoring mechanism to ensure that the principles and objectives continue to be relevant. Include in Director's Annual Report Develop procedure for annual accountability by school and board. Include in Strategic Plans and Action Plans at board and school levels.	• Master plan will be developed. • Annual plans derived from Master Plan available for implementation. • Staff will be evaluated based on outcomes related to this policy. • New roles, expectations, responsibilities will be clarified.	• Antiracism and Ethnocultural Equity Steering Committee • Community • Superintendents • Staff • Principals • Managers • Teaching Staff • Federations	Sept. 96 and ongoing.	• Superintendents • Principals • Teachers • Support Personnel • Supervisors

SCHOOL-COMMUNITY PARTNERSHIP

Mission Statement: Effective school-community relations involve the participation of diverse community groups within the life of the school.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To identify Aboriginal, racial and ethnocultural minority communities within the school board's jurisdiction, whether or not they are involved in school board activities.	Consult with community/ethnocultural members and organizations listed by the Hamilton-Wentworth Region, Settlement Agencies, Immigration Canada, Statistics Canada and religious groups. Review enrollment for data on children referred for ESL programs. Use multilingual media - community newspapers, radio and TV. programs, etc. to invite the communities to identify themselves. Consult community councils, student councils, multicultural centres, Friendship Centres, churches and other religious groups.	• Community profile will be established. • Promotion of equitable participation in school/community partnership by all groups including the traditionally disadvantaged groups. • Resource persons available for various Board committees. • Better communication will be established and will be used regularly. • Barriers identified and removed • Partnerships formed	• Community organizations • Immigration Canada • Racial and aboriginal individuals • Statistics Canada • Student Information System - Hamilton Board of Education • Trustees • Director • Superintendents • Staff • ESL Teachers • Interpreters	September 1996 for completion of community profile Update twice a year	• Equity Coordinator • Director • Hamilton Board of Education Research and Planning Department • Superintendents • ESL/ESD Consultant • Principals • Teachers • Antiracism and Ethnocultural Equity Steering Committee

SCHOOL-COMMUNITY PARTNERSHIP

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
b)To involve diverse communities in partnership activities with the school board.	Share with the diverse community Board guidelines to ensure development of a meaningful school-community partnership and the role parents etc. can play. Devise mechanism for schools to work with the antiracism and ethnocultural associations to encourage parent involvement. Develop plans to allow access for parent participation eg. have evening or weekend meetings for working parents; provide interpreters and baby-sitting services if needed. Emphasize the role of parents in their children's education in parent-teacher meetings. The parents will be encouraged to volunteer and participate in all school activities in a significant way. They will also be encouraged to play a broader role in school policies and curriculum, etc.	• School-Community partners participate in Board and school activities. • Human Resources representative from each community shall benefit the school community at P.A. days, displays, assemblies. • Better awareness and understanding of culture and history of Aboriginal and minority communities shall be promoted. • Diverse communities will participate in policy and curriculum development.	• Ministry/Government resources for translation services and interpreters • Human resources: • - parents • - students • - teachers • - members of broader community • Heritage language community • McMaster/Mohawk students • Schools who have translation material in place	Interpreters and translation services in place by September 1996 Ongoing commitment to community outreach and broader, equitable participation	• Director of Education • Antiracism and Ethnocultural Equity Steering Committee • ESL/ESD Consultant • Principals • Teachers • Support Staff • Committee made up of diverse community representatives.

SCHOOL-COMMUNITY PARTNERSHIP

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
b) To involve diverse communities in partnership activities with the school board.	Provide the information about the school system to new parents in their own language. Translate the important newsletters for the parents in predominant languages. Develop a central pool of people from diverse communities who have expertise and interests in different areas and invite them to participate in school activities to provide positive role models for minority students.	• A community profile will be created and used in the system. • Diverse individuals will be included as partners.			
c) To request community groups to identify their spokespersons for the purpose of establishing school-community partnerships.	Identify the different organizations including youth groups and agencies which have a common educational goal and request that they nominate spokespersons. Formulate handbook listing the spokespersons identified in collaboration with other agencies	• At least one spokesperson for each racial, Aboriginal and ethnocultural group will be identified and a committee of spokespersons will be formed to develop a working relationship with the Hamilton Board of Education.	• All community groups • Youth groups • Student Councils	June 1996 Update each year	• Director of education • Antiracism and Ethnocultural Equity Steering Committee • Senior Management

SCHOOL-COMMUNITY PARTNERSHIP

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
d) To assess the effectiveness of community consultation and partnership involvement.	Develop a monitoring process with community participation that will ensure frequent consultation with the communities and will allow them to evaluate their own involvement in the school board activities. Form a committee of the community representatives to monitor the process of community consultation and partnership. Ongoing assessment at board and school levels by representative school-community committees.	• Active participation by all communities in all board and school activities shall be ensured. • Effective and active school-community partnerships will give a sense of belonging to all community groups • Perception and experience of students, parents, and community members are reflected in the monitoring. • On site conflict resolution procedures, reflective of Antiracism and Ethnocultural Equity principles will be used in relation to issues of racism and discrimination.	• Students • Principals • Staff • Superintendents • Community • Director • Anti-Racism Secretariat	September 1998 to develop the monitoring process Ongoing consultation process and twice yearly review after the start of the implementatio n process.	• Antiracism and Ethnocultural Equity Steering Committee • Superintendents • Schools

CURRICULUM

Mission Statement: The Hamilton Board of Education is committed to working in partnership with the community to develop a cultural and racially balanced curriculum for all levels to reflect the realities of their culturally and racially diverse society.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To develop or modify curriculum to reflect a culturally and racially diverse society.	Utilize existing selection Policy Document Assure that curriculum is inclusive. Revise curriculum to reflect the diversity of our community and promote equity. Review the present content of prescribed textbooks and teaching resources to promote critical thinking skills so that students will be able to deal with questionable materials. Develop an integrated curriculum in order to promote appropriate understanding of other cultures and antiracism and ethnocultural objectives. Develop appropriate strategies for staff to deliver curriculum. Staff and students shall provide role modeling of appropriate attitude and behaviour. Provide guidelines for identifying/handling materials that might be considered offensive.	• Curriculum which reflects our culturally and racially diverse society • Teachers and students will be able to detect bias. • Constructive use of biased materials to promote equity. • Students will demonstrate a sensitivity and respect for other students' and own identities. • Students will learn to use strategies to eliminate peer pressure • Everyone will learn to develop more pride in their own culture	• Embassy • Program Dept. • Ministry World Religion Courses • Religious Resource Documents • Community • Calendar of festivities • Visual displays • Teacher librarians	September 1995 and ongoing	• Staff/Parents/Students/ Community • Superintendent of Program • Principals • Antiracism and Ethnocultural Equity Steering Committee.

PAGE 29

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
b) To ensure that the cultural and racial identities of all students are appropriately affirmed by learning experiences in the school.	Reflect the diversity of Hamilton Board of Education population in each school's library collection. Make reasonable attempts to address board-wide staffing to mirror the diverse population. Ensure that all schools shall promote an awareness of significant events for all cultures. Continue to provide board calendars of celebrations. Encourage students to express their own cultural and racial identities by hosting school-wide events. Have the school provide opportunities for students to share their heritage in class and extra-curricular sessions. Twin a school without diversity in its population, with an appropriate school with a diverse population.	• Staff and students will demonstrate an understanding and appreciation of the diversity of the Canadian population. • Students will acquire social skills which will assist them in promoting Antiracism and Ethnocultural Equity	• Community • Staff • Students • Board • Parents	by September 1997	• Staff/Parents/Students/ • Community • Superintendent of Program • Antiracism and Ethnocultural Equity Steering Committee.

CURRICULUM

Core Objectives	Plan of Action	Expected Outcomes		Timelines	Responsibility
c) To identify bias and discriminatory barriers in existing curriculum structures, policies, programs, and learning materials.	Train staff to recognize bias and prejudice in curriculum and learning materials. Change/remove any discriminatory barriers in curriculum structures, policies, programs and learning materials. Assess the existing mechanism for its effectiveness in addressing complaints about offensive materials.	• Staff and students shall be able to evaluate and promote a bias free environment.	• Community • Staff • Students • Parents • Media Library	begin January 1996 and ongoing	• Staff/Parents/Students/ • Community • Superintendent of Program • Antiracism and Ethnocultural Equity Steering Committee.
d) To ensure that all elements in the process of curriculum review, development, and implementation are consistent with Antiracism and Ethnocultural Equity objectives.	Review existing process of the curriculum review to ensure that the objectives of the policy are met.	• Stakeholders ensured that curriculum review processes are consistent with Antiracism and Ethnocultural Equity objectives	• Community • Staff • Students • Board • Parents	by September 1996	• Staff/Parents/Students/ • Community • Superintendent of Program • Antiracism and Ethnocultural Equity Steering Committee.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
e) To enhance teachers' abilities to use biased materials constructively to develop students' critical thinking about racism.	Provide workshops and inservice training to sensitize and train staff to use biased materials constructively. Provide a support network for teachers within the system and community which can be accessed for further assistance. Develop a handbook containing guidelines on how to use biased materials constructively and critically. Compile a list of available resources, within and outside the Board, to meet the objective. Set up an Evaluation Committee to utilize existing review policy to monitor new lists.	• The community, school and students will recognize bias and work cooperatively in order to promote harmony within the diverse society. a • Staff will be trained to utilize biased materials constructively (critically). • Evaluation Committee will be trained to meet this need. • Students will acquire critical thinking skills re racism	• Community • Staff • Students • Board • Parents	by December 1996 and ongoing	• Staff/Parents/Students/ • Community • Superintendent of Program • Antiracism and Ethnocultural Equity Steering Committee • Principals • Equity Coordinator
f) To reflect the diversity of staff, students, parents, and the community in all areas of curriculum development, implementation, and evaluation, and in the membership of curriculum committees.	In consultation with the stakeholders, convene a Curriculum Advisory Committee to provide input and to advise on contributions made by the racial and ethnocultural groups.	• Membership of the Advisory Committee will reflect the diversity of the community. • This process will promote a feeling of ownership in the curriculum for all stakeholders.	• Community • Staff • Students • Board • Parents	September 1995 and ongoing	• Staff/Parents/Students/ • Community • Superintendent of Program • Antiracism and Ethnocultural Equity Steering Committee.

STUDENT LANGUAGES

Mission Statement: The Hamilton Board of Education is committed to foster an environment that will enhance students ability to communicate in a diverse society, and encouraging them to value their Heritage language while becoming proficient in the language of instruction in our schools.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To affirm and value the students' first language. *Note: It should be noted that for many, American Sign Language (ASL) is the "1st Language" and the same sensitivity and respect is required.*	Provide opportunities for students to have and maintain a sense of pride in their heritage and to promote cross-cultural awareness and understanding. Encourage parents to use their first languages at home to maintain family communication and intimacy, and as a tool for the development of concepts that can be transferred into the second language. Provide opportunities for students to use their first languages in the school setting. Promote the hiring of teaching and non-teaching personnel who speak the languages of the school community.	• Increased cross-cultural respect, appreciation and interaction. • Languages are identified • Increased participation of students, staff and parents in cross-cultural activities (e.g. assemblies) • Increased self-esteem and sense of belonging.	• School-community partnerships • Students • Parents and community • Multicultural learning materials • Teacher librarians • Embassy • Canadian Hearing Society	September, 1995 and ongoing	• Principals • Classroom teachers • Teacher librarians • Program Department • Superintendent of Human Resources Department

STUDENT LANGUAGES

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
b) To ensure that all students achieve literacy in at least one official language.	Make a long-term commitment to support and monitor the academic development of second language learners. Establish a collaborative relationship with parents to encourage them to participate, as co-educators with the school in promoting their children's academic progress and social skills. Track progress of ESL/ESD students and share information with school personnel in their next placement.	• Language learning support programs will be in place.	• Curriculum materials • Homeroom teachers • ESL/ESD teachers • Parents • Bilingual teachers • Community	September 1995 Immediate and ongoing	• Executive Council • Board of Education • Principals • All teachers • Parents

PAGE 34

STUDENT LANGUAGES

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
c) To provide appropriate support programs for language learning.	Provide in-service training for teaching and non-teaching personnel in order to meet the language needs of students needing support Provide ESL support for students according to individual needs. Provide appropriate learning materials. Wherever possible, hire first language Educational Assistants for limited literacy students. Promote use of peer counsellors and other senior students in ESL classrooms in order to provide support in both the language learning and life skills components of the programs.	• Better understanding of socio-cultural and linguistic backgrounds of students. • Breakdown of stereotyping • Elimination of cultural barriers and increased communication among students • Enhanced academic performance • Increased language proficiency • Lower dropout rate	• ESL Programs • Peer counsellors and senior students • Community • Business Community • International language instructors • Special Ed teachers • Canadian Hearing Society	September 1995 Immediate and ongoing.	• Principals • ESL teachers • Teachers • Special Ed teachers

PAGE 35

STUDENT EVALUATION, ASSESSMENT, AND PLACEMENT

Mission Statement: The Hamilton Board of Education is committed to equity and entitlement for all students. Evaluation, Assessment, and Placement will be bias-free in order to ensure accurate placement and to advance the student's development.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To ensure that assessment and placement teams, instruments, and procedures are bias-free and designed to meet the needs of the individual student, and take into consideration the students' previous education and personal experience.	To utilize existing procedures as outlined in ESL/ESD Information Handbook 1994 for admitting students Provide appropriate programs to meet the needs of students in ESL/ESD and Special Education (including gifted).	• Evaluation of learner's knowledge, needs and interests will be more appropriate and meet the specific needs of the individual student.	• ESL staff • Cultural interpreters, translators • Psychologists • OSR • Student portfolio • Classroom Teachers	1995 presently being done	• Principals • Guidance Depts. • ESL Staff • Special Services (where appropriate • Area Superintendent • Supt. of Programs
b) To ensure that placement decisions are flexible so that they do not limit students' educational and Antiracism and Ethnocultural Equity opportunities.	To provide for the continuous monitoring of the reception, orientation and placement processes (as outlined in the ESL/ESD Information Handbook (1994)	• Barriers will be removed and student awareness of available options will be increased • Student self-esteem is enhanced • Students and parents will be empowered.	• Cultural Interpreters • Parents • Students • ESL/ESD Staff • Other staff	September 1996	• Principals • Guidance • ESL/ESD • Special Services (where appropriate) • Area Superintendent • Supt. of Program

STUDENT EVALUATION, ASSESSMENT, AND PLACEMENT

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
c) To ensure that parents are fully informed about assessment and placement procedures and are involved in placement decisions.	Make parents active participants in the Reception Orientation and Placement Process outlined in the ESL/ESD Information Handbook Use the Review Teams DART (Handbook pages 18-22) as the vehicle for programming and monitoring student progress ensuring that students are continuously monitored, evaluated and reviewed	• Parents will be aware of and understand the policies and procedures of the educational system and participate knowledgeably in decision-making surrounding their children.	• Cultural Interpreters • In-school teams • ESL Staff • Psychologists • Parents • Students	September 1996	• Principals • ESL/ESD Staff • Guidance Depts. • Special Services (where appropriate)

GUIDANCE AND COUNSELLING

Mission Statement: One of the essential tasks within the Board of Education for the city of Hamilton is to develop cultural harmony and equity at all levels of schooling so that every interaction is positive, meaningful and equitable. All stakeholders have to be aware of the need to foster this development.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To determine what parents, students, and community groups perceive as students' need for guidance and counselling and whether they feel those needs are being met.	Enlist the help of parents, students and community groups to identify needs for guidance and counselling of the diverse student population. In consultation with parents, students and community assess whether those needs are being met.	• Summary of perceived needs of students and their parents will be responded to. • Greater communication and understanding will develop among those concerned. • Students needs for guidance and counselling are carefully met in keeping with the expressed wishes of parents, students and community.	• Parents • All Staff who come into contact with children in the school including specialists such as Guidance Cousellors, Social Workers, and Adjustment Consultants. • Community Groups	September to November annually	• Principals • Coordinator of Guidance Services • Coordinator of Adjustment Services
b) To determine what support counsellors perceive they require in order to serve the diverse student population.	Provide counsellors with appropriate information relating to their role in policy implementation and on that basis develop their perceived needs list for support.	• Counsellors will have acquired the skills, materials and programs to serve the diverse student population.	• Federations/Unions • Equity Coordinator • Antiracism and Ethnocultural Equity Steering Committee • Program Department • Staff Development	November to March and yearly thereafter	• Superintendent of Program • Superintendent of Human Resources

GUIDANCE AND COUNSELLING

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
c) To eliminate racial and ethnocultural stereotyping in educational and Antiracism and Ethnocultural Equity planning programs.	Provide counselling and support that recognizes the capabilities of students and provides the greatest number of possible options. Implementing the Change Your Future Program to ensure support related to the specific needs of racial minority students.	• Students would be counseled to choose Antiracism and Ethnocultural Equity paths according to their capabilities and interests.	• Community role models • Parents • Libraries • Mentors • Change Your Future Counselor	November 1995	• Superintendent of Program • Superintendent of Human Resources • Equity Coordinator
d) To ensure support for students in the identification of Antiracism and Ethnocultural Equity options and appropriate academic paths.	Develop and implement Antiracism and Ethnocultural Equity education programs that promote educational planning. Prepare a wide-range package for all guidance counsellors.	• The capabilities of all students would be recognized. • Students would be aware of and have access to all Antiracism and Ethnocultural Equity options. • Guidance counsellors will have the knowledge and available information to assist parents and students make appropriate academic choices.	• Guidance Counsellors • Parents • Students	December 1996	• Coordinator of Guidance • Superintendents • Principals

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
e) To create partnerships among schools, home, community, business, and industry, and to involve parents, students, and the community in program review and development.	Develop ongoing communication among schools, business and industry to ensure meaningful choices for all students.	• An increased number of racial minority and ethnic students would be involved in these programs.	• Community and organization groups. • Industry Education Council • Cooperative Education Staff	by December 1996	• Guidance Counsellors • Principals • Equity Coordinator
f) To ensure that, where possible, communication strategies are in place to keep parents informed, in a language they understand, of their children's current educational achievement and progress and their plans for the future.	Communicate with parents in the language they understand, both written and verbal Develop a resource list of translators and cultural interpreters to assist where required.	• Lines of communication open • Partnerships developed • Teachers and parents feel comfortable and informed about education matters affecting the students • Community members have confidence in the service they are receiving.	• Community organization • Translators and cultural interpreters	September 1995 and ongoing	• All Staff • Antiracism and Ethnocultural Equity Steering Committee • Principals

RACIAL AND ETHNOCULTURAL HARASSMENT

Mission Statement: Racial, ethnic, cultural or religious harassment in any form by our trustees, employees, volunteers or students will not be tolerated. The school community will be made aware of the procedures in the School Discipline Code and where necessary, in languages they understand.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To develop or review policy guidelines and a clearly delineated process for dealing with racial and ethnocultural harassment involving staff, students, and other individuals in the school board.	Comply with existing Board Policy Against Harassment and School Behaviour Codes. Ongoing review of Policy and Behaviour Codes Provide opportunity for staff and students to develop conflict resolution skills	• An environment that is positive and supportive and promotes the dignity and self esteem of each person and mutual respect and co-operation.	• Board policy • Code of conduct	September 1995 and yearly review	• Equity Coordinator • Principals • Supervisors • Community members • Teachers • Support Staff
b) To provide staff with the knowledge and skills to identify harassment and to respond effectively to it.	Provide inservice for staff and students. Recommend development of Antiracism Committee in schools. Provide copies of policies for all	• Awareness levels will be raised. • Implement skills. • Policy available for reference when required.	• Facilitators and communicators of policy • Equity Coordinator	September 1995 and yearly review	• Equity Coordinator • Principals • Supervisors • Community members • School representatives
c) To ensure that boards communicate the policy guidelines to all members of the education community including students.	Ongoing communication plan via representatives, profs. Develop and distribute to parents an information pamphlet re: Board Policy against harassment Distribute to all staff, policy against harassment with a letter from the Director. Distribute the Harassment pamphlet for students. Continue the practice of selecting and training a team of facilitators for the Policy Against Harassment.	• Schools amend their discipline code and communicate these with parents and students. • Reduction of incidents. • Knowledge that policy exists. • Team available to assist. • Empowerment of students.	• Facilitators and communicators of policy • Equity Coordinator	Begin September 1995 and yearly	• Equity Coordinator • Principals • Supervisors • Community members • School representatives

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
d) To ensure that the process of addressing harassment is monitored.	Audit policy distribution and awareness	• Ongoing review and recommendations	• Team of Facilitators • Equity Coordinator	Annually	• Equity Coordinator • Principals • Supervisors • Community members • School representatives

EMPLOYMENT PRACTICES

Mission Statement: All members of our multi racial, multi ethnic, multicultural and multi religious communities will have equal opportunity for employment.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To ensure that vacancies are advertised widely, internally within the organization as well as through outreach to designated groups. b). Develop and Publish an Employment Equity Plan as required by Bill 79 which actively attempts to reduce barriers and increase the employment of racial minority workers.	Ensure that the job advertising process reaches members of minority communities through ethnic newspapers and related professional journals. Connect with Canada Employment Centre Prepare a list of out of area agencies. Ensure that job advertisements conform to the Ontario Human Rights Code, qualifications and duties relevant to the position offered. Develop format for ads. Set up an outreach committee from Human Resources Services to make contact with community agencies and Faculty of Education. Train recruitment teams on procedures.	• A more inclusive process. • Better selection of qualified candidates. • Information about jobs easily accessible. • Criteria clearly delineated in ads. • Community is more aware of Board Policy and practise	• Human Resources Department • Community members	September 1995 and ongoing	• Superintendent of Human Resources • Equity Coordinator • Principals

EMPLOYMENT PRACTICES

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
c). To ensure that recruitment, interview, selection, training, and promotion practices and procedures are bias-free and culturally sensitive.	Determine fair and reasonable requirements for positions. Establish criteria with appropriate supervisors to ensure qualifications requested are reasonable and bias free Require as a criterion for selection and promotion: knowledge of and sensitivity to race and ethnic relations Develop information package and distribute. Designate and train individual(s) to receive inquiries. Base decisions for hiring, promotion, transfer, assignment and professional development opportunities on merit. Include cross-cultural and anti-racist training as part of orientation for new employees, follow-up training.	• Information readily available. • Issues clarified before they escalate. • Fair hiring, etc. based solely on merit • All employees will have received initial training. • Greater awareness and sensitivity demonstrated by employees hired	• Internal and external experts. • Advocacy groups. • Human Resources staffing. • Department heads • Principals	by June 1996	• Trustees • Director of Education • Superintendent of Human Resources • Equity Coordinator
3. To ensure that interview teams for board positions reflect the diversity within the community and are culturally sensitive.	Identify and train persons who reflect the diverse community to be available as a member of an interview team. Review and revise practises.	• Meet the needs of the community. • Improved community/Board relationship. • Diverse perspectives available	• Specific inservice training. • Communication plan • Community representatives.	June 1997	• Superintendent of Human Resources • Equity Coordinator

STAFF DEVELOPMENT

Mission Statement: The Hamilton Board of Education is committed to ensuring that all staff receive inservice programs in areas of antiracism and ethnocultural equity.

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
a) To identify staff development needs to ensure that those responsible for implementing the board's Antiracism and Ethnocultural Equity policy have or develop the knowledge, skills, and behaviours to carry out the mandate.	Through an appropriate survey mechanism identify Staff Development needs based on the Antiracism and Ethnocultural Equity Policy. Identify key people responsible for staff development.	• An articulation of the needs of the various roles within the system. • Staff knowledgeable of their needs related to the Antiracism and Ethnocultural Equity Policy	• Principals • Bargaining Units • Supervisors.	By December, 1995, reviewed every 2 years	• Equity Coordinator • Superintendents • Principals • Director • Bargaining Units
b) To implement staff development programs based on identified needs.	Ensure that all employees are aware of their responsibilities related to the Antiracism and Ethnocultural Equity Policy Include sessions/workshops through Staff Development calendar Offer a variety of inservice opportunities which match the needs identified , including all the areas of focus of the Antiracism and Ethnocultural Equity Policy.	• All employees will be familiar with their responsibilities • Employees will have developed enhanced skills and abilities in terms of the policy • New employees will be aware of the Antiracism and Ethnocultural Equity Policy.	• Community groups • staff development • Ministry of Citizenship • Staff with expertise in Antiracism and Ethnocultural Equity • Other Boards of Education • Agencies	March, 1996	• Equity Coordinator • Superintendent of Human Resources.
c) To enable trustees and staff to deal confidently and effectively with issues of racism and discrimination and with incidents of racial and ethnocultural harassment.	Provide inservice awareness training in the area of Conflict resolution to enable trustees and staff to deal confidentially and effectively with issues of racism and discrimination as well as related incidents.	• Sensitized and knowledgeable trustees and staff who will deal confidently and effectively with issues of racism and discrimination and incidents.	• Policy against Harassment Facilitators • Staff Development • Equity Coordinator	March, 1996	• Equity Coordinator • Superintendent of Human Resources

STAFF DEVELOPMENT

Core Objectives	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
4. To provide trustees and staff with the skills to identify and deal with bias in learning materials.	Train trustees and staff to recognize and deal with bias in learning materials.	• Trustees and staff will have the skills to evaluate learning materials appropriately and thus create a bias free environment.	• Community • Staff • Students • Parents	April 1996	• Superintendent of Program • Principals
5. To involve community groups in the development and implementation of an in-service program and other staff development programs.	In consultation with community develop and implement an inservice program and other staff development	• Community will be totally involved in policy implementation. • Programs will address the communities' concerns regarding racial issues	• Community • Board personnel • Ministry of Citizenship • Ontario Antiracism Secretariat	Sept. 1996	• Antiracism and Ethnocultural Equity Steering Committee • Senior Management • Director of Education.
6. To ensure that trustees and staff are aware that they are expected to broaden their expertise in antiracist and ethnocultural equity education through courses, workshops, and community consultation.	Build the expectation into individual and school/dept. growth and development program.	• All staff will identify learnings related to the policy and integrate into their growth plan.	• Community • Staff • Students • Ministry of Citizenship • Ministry of Education and Training	March, 1996	• Superintendents • Supervisors

Education Centre
100 Main Street West
Hamilton, Ontario
1995 04 13

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) That the following staff be appointed to the Probationary Staff in the position stated, effective as shown, with salary according to the salary schedule:

Marie Brown, I.P.R.C. Clerk, Special Education, .5, Program Department (Grade 4, Clerical and Technical Staff), 1995 04 24 **(Replacement)**

2. PERMANENT STAFF APPOINTMENTS - Nil

3. PROMOTIONS

(a) That Debbie Pocha be promoted to the position of Section Leader - Mailroom, Administrative and Operational Services (Grade 6, Clerical and Technical Staff), effective 1995 03 22, with salary according to the salary schedule. **(Replacement)**

4. INTERNAL APPOINTMENTS

(a) That the following staff be appointed to the position stated, effective as shown, with salary according to the salary schedule:

Diane Childerley, Senior Switchboard Operator, Administrative and Operational Services (Grade 4, Clerical and Technical Staff), 1995 04 24 **(Replacement)**

5. TIMETABLE CHANGES - Nil

6. RETIREMENTS

(a) That the resignations of the following staff for the purpose of retirement from the position stated, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Ann Graham (Cleaner, Cleaning Staff), 1995 05 31
Irene Hamilton (Cleaner, Cleaning Staff), 1995 03 31
Fred Matthews (Caretaker, Caretaking and Maintenance Staff), 1995 06 30
Roy Robson (Caretaker, Caretaking and Maintenance Staff), 1995 05 31

7. LEAVING EMPLOYMENT

(a) That the date, 1995 03 17, for Lynda Drennan, Buyer (Clerical and Technical Staff) to leave the employ of the Board be approved.

8. *LEAVES*

Leave of Absence

(a) That the request of Denise Dawson, Special Projects & Audit Assistant, Assessment (Clerical and Technical Staff) for a Leave of Absence, effective 1995 03 06 to 1995 06 30, be granted.

Return from Leave of Absence

(a) That the following staff be returned from their Leaves of Absence, effective as shown:

Karyn Hogan, Research Technician (Clerical and Technical Staff), 1995 04 03
Zora Milanovic, Secretary, Research Services (Clerical and Technical Staff), 1995 03 27

9. *OTHERS* - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

DECEMBER 31st ACTUAL						1994 ACTUALS				1995 ACTUALS						
1988	1989	1990	1991	1992	1993	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
470.64	492.54	493.54	486.71	452.66	449.66	437.36	435.46	434.46	436.46	432.46	432.46	432.46				
75.67	75.67	74.67	65.67	60.00	59.00	47.00	46.00	46.00	46.00	46.00	46.00	46.00				
1,499.45	1,593.15	1,629.35	1,660.75	1,657.60	1,637.75	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65				
757.50	795.00	841.00	850.67	861.33	839.67	802.33	802.67	802.67	802.67	802.67	800.00	800.00				
160.07	146.00	116.67	107.67	100.67	87.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00				
33.00	34.00	33.50	34.00	35.00	36.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00				
26.00	24.00	20.00	16.00	14.00	13.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00				
8.00	7.00	9.67	14.67	15.33	12.67	13.00	13.00	13.00	13.00	13.00	13.00	13.00				
102.90	115.10	112.30	118.50	82.86	85.25	64.86	64.86	65.32	65.32	65.32	65.32	71.14				
7.00	7.00	7.00	7.00	7.36	7.64	4.50	4.50	4.50	4.50	4.50	4.50	4.50				
3.10	2.60	2.14	2.00	2.00	1.71	1.07	1.07	1.07	1.07	1.07	1.07	1.07				
14.40	16.50	17.68	16.71	15.86	17.14	16.86	16.86	16.86	16.86	17.15	17.15	17.15				
172.00	216.50	221.50	223.50	250.50	232.17	232.67	232.67	232.67	232.67	232.67	232.67	232.67				
6.00	6.43	6.56	6.56	7.12	4.12	2.70	2.70	2.70	2.70	2.70	2.70	2.70				
217.00	218.00	220.00	219.00	214.00	213.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00				
340.00	347.00	351.00	360.00	347.00	313.00	306.00	304.00	304.00	304.00	304.00	304.00	302.00				
34.92	33.92	41.25	41.75	41.05	37.55	37.15	37.15	39.15	39.15	39.15	39.15	39.15				
0.33	0.33	0.33	0.33													
		0.50														
1.00	1.00				4.33	4.33	4.33	4.33	4.33	3.33	3.33	3.33				
						0.50	0.50	0.50	0.50	0.50	0.50	0.50				
3,928.98	4,131.74	4,198.66	4,231.49	4,164.34	4,050.66	3,876.98	3,872.42	3,873.88	3,875.88	3,871.17	3,868.50	3,872.32				
		4,805	4861	4,829	4,706	4,446	4,445	4,449	4,451	4,447	4,447	4,485				
14,000 est	15,000 est	15,571	16,618	17,432	18,003	18,707	18,707	18,707	18,707	18,707	18,707	18,707				
* 25,007	* 25,474	* 25,811	*26,111	*26,387	*26,685	*27,084	27,098	27,106	27,093	27,065	27,027	27,034				
*12,213	*12,354	*12,707	*12,328	*13,001	*11.529	*12,158	11,812	11,527	11,367	11,250	11,476	11,185				
* 1,598	* 1,453	* 1,189	*950	*1,037	*771	*736	688	666	635	597	664	624				
* 407	* 400	* 399	*382	*465	*464	*480	475	468	469	463	470	460				
* 210	* 193	* 178	*160	*167	*164	*157	157	157	159	158	157	158				
* 39,435	* 39,874	* 40,284	*39,931	*41,057	*39,613	*40,615	40,230	39,924	39,723	39,533	39,794	39,461				

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources Apr

REPORT OF SUPPLY TEACHER USAGE - FEBRUARY 28, 1995

SECONDARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	16.0	249.5	10.0	9.5	4.5	0.5		17.0	291.0	301.5	47,133	48,747	95,880
FEBRUARY	20.0	26.5	454.5	9.0	5.5	3.0		1.0	41.5	514.5	398.5	62,286	55,230	117,516
MARCH														
APRIL														
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		42.5	704.0	19.0	15.0	7.5	0.5	1.0	58.5	805.5	700.0	109,419	103,977	213,396
% Of Total			87.4	2.4	1.9	0.9	0.1	0.1	7.3					

ELEMENTARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	23.5	1343.0	13.0	2.0	36.5	47.0	9.5	51.5	1502.5	1503.5	207,695	155,755	363,450
FEBRUARY	20.0	40.5	1407.5	17.0	5.0	28.5	83.0	7.5	15.0	1563.5	1642.0	204,754	211,856	416,610
MARCH														
APRIL														
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		64.0	2750.5	30.0	7.0	65.0	130.0	17.0	66.5	3066.0	3145.5	412,449	367,611	780,060
% Of Total			89.7	1.0	0.2	2.1	4.2	0.6	2.2					

REPORT OF SUPPLY TEACHER USAGE - FEBRUARY 28, 1995

SECONDARY & ELEMENTARY														
MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense	1995 % Spent
JANUARY	39.5	1592.5	23.0	11.5	41.0	47.5	9.5	68.5	1793.5	1805.0	254,828	204,502	459,330	
FEBRUARY	67.0	1862.0	26.0	10.5	31.5	83.0	8.5	56.5	2078.0	2040.5	267,040	267,086	534,126	
MARCH														
APRIL														
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS	106.5	3454.5	49.0	22.0	72.5	130.5	18.0	125.0	3871.5	3845.5	521,868	471,588	993,456	38.6
% Of Total		89.2	1.3	0.6	1.9	3.4	0.5	3.2						

1995 BUDGET
$2,574,000

Education Centre
100 Main Street West
Hamilton, Ontario
1995 04 13

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) That Sonia D'Aurelio (E), be re-appointed to the Probationary Staff, effective 1994 09 06, with salary according to the salary schedule. **(Replacement)**

2. PERMANENT STAFF APPOINTMENTS - Nil

3. PROMOTIONS - Nil

4. INTERNAL APPOINTMENTS

(b) That Cathy Paonessa be appointed to the position of Second Secretary, .5 - Grade 4 (Clerical and Technical Staff), effective 1995 04 24, with salary according to the salary schedule.

5. TIMETABLE CHANGES

(a) That the timetable of Frances Elliot (E) be increased from .5 to 1.0, effective 1995 04 10 to 1995 08 31, with salary according to the salary schedule. **(Contract Compliance)**

6. RETIREMENTS

(a) (i) That the resignations of the following Elementary School Principals, for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid.

Orval A. Burlanyette, 1995 06 30
Paul Dear, 1995 06 30
Larry G. Evans, 1995 10 31

(ii) That the resignations of the following teachers, for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Doris Babiski (E), 1995 06 30
Irene Biro (S), 1995 06 30
A. Raymond Book (E), 1995 06 30
Lee deSoto (S), 1995 06 30
Arthur Fairley (S), 1995 06 30
Rose M. Gatecliffe (E), 1995 05 05
Nellie Montgomery (E), 1995 06 30
Joan Nasby (E), 1995 06 30
Alison Preece (E), 1995 07 31

James E. Rogers (S), 1995 06 30
Matthew O. Sween (S), 1995 06 30
Sofia Tanglao (E), 1995 06 30
David G. Zadvorny (S), 1995 06 30

(iii) That the resignation of Linda A. McIntosh (E), for the purpose of retirement, effective 1995 06 30, be accepted with regret.

(b) That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

June Byrne (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 06 30
Mary Jojic (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 06 30
Kathleen Reeve (Senior Secretary, Secondary School Clerical & Secretarial Staff), 1995 04 30
Barbara Smith (Library Secretary, Clerical and Technical Staff), 1995 06 30

7. *LEAVING EMPLOYMENT*

(a) That the dates for the following teachers to leave the employ of the Board be approved:

Alexandra Aziz (S), 1995 04 20
(1 Secondary Resignation)
Sonia D'Aurelio (E), 1995 08 31
(1 Elementary Termination)

8. *LEAVES*

Leave of Absence

(a) That the requests of the following teachers for Leaves of Absence, effective as shown, be granted:

Kathryn Clemett (E), 1995 05 15 to 1996 01 04
Heather S. Lewis (S), 1995 04 18 to 1995 12 15
Janet L. Ross (S), 1995 03 18 to 1995 08 14
Linda Schultz (E), 1995 05 15 to 1996 01 12
Pauline Stavnitzky (S), 1995 05 15 to 1995 08 31

(b) That the request of Barbara Vandyk, Educational Assistant (Educational and Lunchroom Assistant Staff), for a Leave of Absence, effective 1995 04 03 to 1995 06 02, be granted.

Leave of Absence - Date Change

(a) That the effective dates of the Leaves of Absence granted to the following teachers at a previous meeting be changed to:

Nancy Niessen (E), 1995 04 20 to 1995 12 21
Linda M. Rempel (E), 1995 03 27 to 1995 11 10

Secondment

(a) That the request of Ontario Agri-Food Education Inc. for an extension of the secondment of Bruce Quinn (E) for the position of Agri-Food Consultant, effective 1995 09 01 to 1996 08 31, be granted.

Leave Extension

(a) That the requests of the following teachers for an extension of their Leaves of Absence, effective as shown, be granted:

Gail Andrews (E), 1995 09 01
Biljana Arsovic Filice (E), 1995 04 11 to 1995 08 31
Lyn Baillie (S), 1995 09 01 to 1996 08 31
Sandra Bowman (S), 1995 09 01 to 1996 08 31
Helen Brown (E), 1995 09 01 to 1996 08 31
Kim Compton (E), 1995 09 01 to 1996 08 31
Joyce Cooper (E), 1995 09 01
Dale Cornish (E), 1995 09 01 to 1996 08 31
Linda I. Geddes (E), 1995 05 01 to 1995 08 31
David S. Hamilton (E), 1995 09 01
Audrey Hensen (E), 1995 04 24 to 1995 08 31
Donna Kehoe (E), 1995 09 01 to 1996 08 31
Kelly Kowalchuk (E), 1995 09 01 to 1996 08 31
Sarah Lindsay (E), 1995 09 01 to 1995 12 31
Wilmagale A. Morrison (E), 1995 09 01
George Omorean (S), 1995 09 01 to 1996 08 31
S. Elaine Pilgrim-Susi (E), 1995 05 04 to 1995 08 31
Norval D. Redpath (E), 1995 09 01
Edith Schroedter (S), 1995 09 01 to 1996 01 31
Lori Seibel (E), 1995 04 03 to 1995 04 28
Racheline Seidelman (E), 1995 09 01 to 1996 08 31
Loren Serafini (E), 1995 09 01 to 1996 08 31
Marjorie Steele (E), 1995 09 01 to 1996 08 31
Patricia Taylor (E), 1995 09 01 to 1996 08 31
Robert Van Wyck (E), 1995 09 01 to 1996 08 31
Anne-Marie Wilson (S), 1995 09 01 to 1996 08 31

Return from Leave of Absence

(a) That the following teachers be returned from their Leaves of Absence and assigned teaching duties, effective as shown:

Linda Arndt (S), 1995 09 01 (4/6)
Biljana Arsovic Filice (E), 1995 09 01
Sabine Atkins (E), 1995 05 29
Andrea Bradshaw (E), 1995 03 27
Donna Calder (E), 1995 09 01
Julie Capretta (E), 1995 09 01
Paula Friend (E), 1995 03 13
Linda I. Geddes (E), 1995 09 01
Audrey Hensen (E), 1995 09 01
Ellen R. Knapp (E), 1995 09 01
Kathryn Kohler (E), 1995 05 01
Lorena Koike-Woods (E), 1995 04 03
Paul Lewis (E), 1995 09 01
Maria Marazia-Rosati (E), 1995 09 01
Debra Maxwell (E), 1995 09 01
Michele Miles (E), 1995 09 01

Tracey Mollon (E), 1995 09 01
Sharon O'Halloran (E), 1995 09 01
Karen Price (E), 1995 03 27
Cynthia Robinson (E), 1995 05 08
Sylvie (Losier) Sauer (E), 1995 09 01
Katherine Scarth (S), 1995 09 01
Lori Seibel (E), 1995 05 01
Sharon Turner (E), 1995 09 01
Flora Tzaras (E), 1995 05 08
Jeanette VanWyck (E), 1995 05 08
David C. Wagg (E), 1995 09 01
Wendy Wagg (E), 1995 09 01
John D. Weare (E), 1995 09 01
Suzanne Weatherdon (E), 1995 05 23
Kathy Weber (E), 1995 09 01
Joyce Whittle (E), 1995 09 01

(b) That the following staff be returned from their Leaves of Absence, effective as shown:

Leslie Walberg-Hegan (School Social Worker, Professional Student Services Personnel), 1995 04 10, 1.0
Marlene Winsor, Secretary (Clerical and Technical Staff), 1995 03 20

9. OTHERS

(a) (i) That the request of the following teachers for an overseas exchange with a teacher from Australia for the period 1996 01 01 to 1996 12 31, be approved subject to the condition that a suitable exchange teacher can be arranged through the Ontario Foundation for Educator Exchange:

Judith Cole (S)
Barbara Dabbs (S)

(ii) That the request of Jane Chudzik to transfer from the Elementary Panel to the Secondary Panel, effective 1994 09 01, with salary according to the salary schedule be granted.

iii) That the request of Ryan Scott (S) to extend his relinquishment of his position as Head of Department (Music), effective 1995 09 01 to 1996 08 31, be granted.

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 05 11

Confirmation of the minutes of the regular meeting of 1995 04 13.

GENERAL

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

Education Centre
100 Main Street West
Hamilton, Ontario
1995 05 11

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) (i) That the following staff be appointed to the Probationary Staff in the position stated, effective as shown, with wage rate according to the Collective Agreement:

Lucie Boffa (Cleaner, Cleaning Staff), 1994 11 07
Robert Clarke (Cleaner, Cleaning Staff), 1995 04 10
David Delaney (Cleaner, Cleaning Staff), 1995 04 10
Donald Falconer (Fireman, Caretaking & Maintenance Staff), 1995 02 20
Patricia Gray (Cleaner, Cleaning Staff), 1994 11 07
Yurong Li (Cleaner, Cleaning Staff), 1994 11 07
Sandra Montgomery (Cleaner, Cleaning Staff), 1994 11 07
Allan Poyton (Cleaner, Cleaning Staff), 1995 04 10
Replacements
Contract Compliance

(ii) That the appointment to Probationary Staff for Lynn Henschel (.5) approved at the 1995 03 09 meeting be amended by removing reference to Secretary, Staff Development.

2. PERMANENT STAFF APPOINTMENTS - Nil

3. PROMOTIONS

(a) (i) That the following staff be promoted to the position of Equipment Repair Technician III - Software, Clerical & Technical Staff, effective 1995 05 22, with salary according to the salary schedule:

Howard Gardiner
Paul Pereira
Steven Rajher
New Positions

(ii) That the following staff be promoted to the positions stated, effective as shown, with wage rate according to the Collective Agreement:

Catherine Gumbert (Assistant Caretaker, Caretaking & Maintenance Staff), 1995 04 12
Joan Morrissey (Assistant Caretaker, Caretaking & Maintenance Staff), 1995 03 13
Susan Rogers (Assistant Caretaker, Caretaking & Maintenance Staff), 1995 03 06
Replacements
Contract Compliance

4. *INTERNAL APPOINTMENTS* - Nil

5. *TIMETABLE CHANGES* - Nil

6. *RETIREMENTS*

(a) (i) That the resignations of the following staff for the purpose of retirement from the position stated, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Aurore Seguin (Cleaner, Cleaning Staff), 1995 06 30
Agnes Barker (Cleaner, Cleaning Staff), 1995 06 30
Mary Blainey (Cleaner, Cleaning Staff), 1995 06 30
Thomas Lee (Grounds Mechanic, Caretaking & Maintenance Staff), 1995 07 31
Sally Martorelli (Cleaner, Cleaning Staff), 1995 04 28
Olive McDermott (Cleaner, Cleaning Staff), 1995 06 30
Joyce Morris (Cleaner, Cleaning Staff), 1995 03 31
John Wigham (Carpenter - Chief Mechanic, Caretaking & Maintenance Staff), 1995 07 31

(ii) That the resignation of Emma Falletta for the purpose of retirement from the position of Cleaner (Cleaning Staff), effective 1995 05 31, be accepted with regret.

7. *LEAVING EMPLOYMENT* - Nil

8. *LEAVES*

Leave of Absence

(a) That the request of Doreen Vella-Carrozza, Psychoeducational Consultant (Professional Student Services Personnel) for a Leave of Absence, effective 1995 06 12 to 1995 12 15, be granted.

9. *OTHERS*

(a) We regret to announce the death of Irene Holland, Lunchroom Supervisor, on 1995 04 22.

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUAL						1994 ACTUALS						1995 ACTUALS							1994
	1988	1989	1990	1991	1992	1993	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG		BUDGET
Admin & Support Staff	470.64	492.54	493.54	486.71	452.66	449.66	437.36	435.46	434.46	436.46	432.46	432.46	432.46	432.46						434.86
Co-ordinators/Consultants	75.67	75.67	74.67	65.67	60.00	59.00	47.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00						46.00
Teachers - Elementary	1,499.45	1,593.15	1,629.35	1,660.75	1,657.60	1,637.75	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,581.15						1,569.95
Secondary - Composite	757.50	795.00	841.00	850.67	861.33	839.67	802.33	802.67	802.67	802.67	802.67	799.67	799.67	799.67						781.67
- Vocational	160.07	146.00	116.67	107.67	100.67	87.00	70.00	70.00	70.00	70.00	70.00	67.33	67.33	67.33						84.00
- Vanier	33.00	34.00	33.50	34.00	35.00	36.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00						37.00
Elementary TR	26.00	24.00	20.00	16.00	14.00	13.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00						13.00
Secondary TR	8.00	7.00	9.67	14.67	15.33	12.67	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00						13.33
Lunchroom - Elementary	102.90	115.10	112.30	118.50	82.86	85.25	64.86	64.86	65.32	65.32	65.32	65.32	71.14	71.14						85.25
- Secondary	7.00	7.00	7.00	7.00	7.36	7.64	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50						7.64
- Vocational	3.10	2.60	2.14	2.00	2.00	1.71	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07						1.71
Bus Supervisors	14.40	16.50	17.68	16.71	15.86	17.14	16.86	16.86	16.86	16.86	17.15	17.15	17.15	17.15						17.14
Educational Assistants	172.00	216.50	221.50	223.50	250.50	232.17	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67						231.17
Lunchroom Assistants	6.00	6.43	6.56	6.56	7.12	4.12	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70						4.12
Ctkrs/Maint/Whs/Asbestos	217.00	218.00	220.00	219.00	214.00	213.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00						209.00
Cleaners/Cooks	340.00	347.00	351.00	360.00	347.00	313.00	306.00	304.00	304.00	304.00	304.00	304.00	302.00	301.00						309.00
Recoverable-Tchrs/Other	34.92	33.92	41.25	41.75	41.05	37.55	37.15	37.15	39.15	39.15	39.15	39.15	39.15	39.15						34.55
- Consultants	0.33	0.33	0.33	0.33																
- Clerical			0.50																	
- Educ Assist	1.00	1.00				4.33	4.33	4.33	4.33	4.33	3.33	3.33	3.33	3.33						4.33
- Admin							0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50						0.50
Full Time Equiv. Positions	3,928.98	4,131.74	4,198.66	4,231.49	4,164.34	4,050.66	3,876.98	3,872.42	3,873.88	3,875.88	3,871.17	3,865.50	3,869.32	3,868.82						3,884.22
Number Of Employees			4,805	4861	4,829	4,706	4,446	4,445	4,449	4,451	4,447	4,444	4,482	4,481						4,540
Lunchroom Enrolment	14,000 est	15,000 est	15,571	16,618	17,432	18,003	18,707	18,707	18,707	18,707	18,707	18,707	18,707	18,707						18,000
Enrolment - Elementary	* 25,007	* 25,474	* 25,811	*26,111	*26,387	*26,685	*27,084	27,098	27,106	27,093	27,065	27,027	27,034	27,039						**26,905
- Sec Composite	*12,213	*12,354	*12,707	*12,328	*13,001	*11.529	*12,158	11,812	11,527	11,367	11,250	11,476	11,185	10,967						**12,647
- Sec Vocational	* 1,598	* 1,453	* 1,189	*950	*1,037	*771	*736	688	666	635	597	664	624	609						**915
- Sec Vanier	* 407	* 400	* 399	*382	*465	*464	*480	475	468	469	463	470	460	454						**489
- T. R.	* 210	* 193	* 178	*160	*167	*164	*157	157	157	159	158	157	158	157						**160
- TOTAL	* 39,435	* 39,874	* 40,284	*39,931	*41,057	*39,613	*40,615	40,230	39,924	39,723	39,533	39,794	39,461	39,226						**41,116

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources May 11, 1995

REPORT OF SUPPLY TEACHER USAGE - MARCH 31, 1995

SECONDARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	16.0	249.5	10.0	9.5	4.5	0.5		17.0	291.0	301.5	47,133	48,747	95,880
FEBRUARY	20.0	26.5	454.5	9.0	5.5	3.0		1.0	41.5	514.5	398.5	62,286	55,230	117,516
MARCH	18.0	36.0	412.0	30.0	6.0	15.0		2.0	38.0	503.0	294.5	52,456	63,503	115,959
APRIL														
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		78.5	1116.0	49.0	21.0	22.5	0.5	3.0	96.5	1308.5	994.5	161,875	167,480	329,355
% Of Total			85.3	3.7	1.6	1.7	0.0	0.2	7.4					

ELEMENTARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	23.5	1343.0	13.0	2.0	36.5	47.0	9.5	51.5	1502.5	1503.5	207,695	155,755	363,450
FEBRUARY	20.0	40.5	1407.5	17.0	5.0	28.5	83.0	7.5	15.0	1563.5	1642.0	204,754	211,856	416,610
MARCH	16.0	30.0	992.5	3.0	5.0	40.5	80.5	9.5	44.5	1175.5	937.0	148,050	137,941	285,991
APRIL														
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		94.0	3743.0	33.0	12.0	105.5	210.5	26.5	111.0	4241.5	4082.5	560,499	505,552	1,066,051
% Of Total			88.2	0.8	0.3	2.5	5.0	0.6	2.6					

REPORT OF SUPPLY TEACHER USAGE - MARCH 31, 1995

SECONDARY & ELEMENTARY														
MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense	1995 % Spent
JANUARY	39.5	1592.5	23.0	11.5	41.0	47.5	9.5	68.5	1793.5	1805.0	254,828	204,502	459,330	
FEBRUARY	67.0	1862.0	26.0	10.5	31.5	83.0	8.5	56.5	2078.0	2040.5	267,040	267,086	534,126	
MARCH	66.0	1404.5	33.0	11.0	55.5	80.5	11.5	82.5	1678.5	1231.5	200,506	201,444	401,950	
APRIL														
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS	172.5	4859.0	82.0	33.0	128.0	211.0	29.5	207.5	5550.0	5077.0	722,374	673,032	1,395,406	54.2
% Of Total		87.5	1.5	0.6	2.3	3.8	0.5	3.7						

1995 BUDGET
$2,574,000

1995 05 11

To: Chairman and Members
Personnel and Organization Committee

From: Rick Binns, Superintendent, Human Resources Services

Re: Administration of Occasional Teacher Days

Report: Information

Background

Expenditure of the Occasional Teacher budget traditionally exceeds the annual allocation of funds. Given the current financial dilemma, the Board must identify new methods to manage this budget in order to stay within the allocation and ensure accountability for spending.

Issue

To provide information regarding change in procedure for managing the Occasional Teachers' Budget

Recommendations

1. Effective immediately, school administrators will be responsible for managing Occasional Teacher Coverage expenditures..

2. The Superintendent of Human Resources will remain accountable for the administration of this budget.

3. The following formula to determine the annual allocation for each school be implemented with supporting guidelines immediately:

   a) 50% be retained centrally for long-term occasional use
   b) a specific number of days be retained by the Superintendent of Human Resources for the purpose of accommodating requests for additional days of coverage. (includes elementary and secondary schools and other Superintendencies.)
   c) the remaining funds be allocated to the schools as follows:

60%	**(Jan - June)**	**/ daily rate of occasional teacher pay**	**/ FTE of teaching staff (based on Sept. 94 staff complement)**	**=**	**days per FTE**
40%	**(Sept -Dec)**	**/ daily rate of occasional teacher pay**	**/ FTE of teaching staff (based on Sept. 95 staff complement)**	**=**	**days per FTE**
100%	**10 months**				**total number of days per FTE**

Therefore:

1995 Budget Year

Elementary Schools	**5.05 days per FTE**
Secondary Schools	**2.80 days per FTE**

Rationale

Other Boards of Education, having undertaken a similar process, have demonstrated success in holding the line on expenditures according to allocation.

REPORT OF SUBSTITUTE CLEANER/CASUAL ASSISTANCE USAGE - 1995

MONTH	Working Days	Personal Reasons /Illness # of Days	Workers' Comp. # of Days	Extra Workload # of Days	Leaves, Vacancies *perm pay # of Days	Total # of Days	$ Expense
JANUARY	21	703	452		272	1,427	74,814
FEBRUARY	20	695	509	6	168	1,378	76,708
MARCH	23	706	584	3	236	1,529	79,601
APRIL							
MAY							
JUNE							
JULY							
AUGUST							
SEPTEMBER							
OCTOBER							
NOVEMBER							
DECEMBER							
TOTALS		2,104	1,545	9	676	4,334	231,123

*Leaves, Vacancies - cost covered on permanent payroll

Prepared by Human Resources
May 11, 1995

1994 AND 1995 TEMPORARY ASSISTANCE EXPENDITURES

	1994 BUDGET	YTD EXPENSE AS OF DEC 31/94	1995 BUDGET	YTD EXPENSE AS OF JAN 31/95	YTD EXPENSE AS OF MAR 31/95	EXPLANATION
Central Depts. & Area Offices						
- Admin. Services	8,286	18,564		2,640	7,178	Replacement for staff - Printing, Switchboard, Research
- Computer Services	69,535	44,266		5,519	28,126	IIS Project Assistance, Co-op Student
-Security/Parking				5,483	35,406	Building & Parking Security Guards
- Director's Office	3,321	1,000				
- Ed Centre (General)	1,795			317	317	Archives Researching
- Finance	8,973	5,978		554	554	Extra Assistance - Accounts Payable Year-end, Provincial Grant Reports
- Human Resources	28,159	12,676			1,423	Tchrs Seniority Lists, Anti Racism Implementation Plan
- Program Departments	123,473	101,718		6,091	34,823	Christie Conserv., Kit Services, Program Support Staff - Clerical Assistance Accomodation assistance, Paikin Libr. Students, Co-op Students
- Area 1 Office	897					
- Area 2 Office	897					
- Area 3 Office	897					
- Area 4 Office	897					
- Area 5 Office	1,436	525				
School Services						
- Student Assistance	58,327	58,356		221	11,109	Library, Textbook Student Assistance
- Elementary School Clerical	68,197	63,218		2,792	20,419	Replacement for illness. Extra Assistance - Lisgar Fire
- Secondary School Clerical	50,251	43,369		1,273	3,578	Replacement for illness
- Equipment Repair	19,741	18,714		343	9,682	Co-op Student
Regular Day School						
- Student Assistance	22,612	17,915		301	3,343	Science Lab Student Assistance, City Choir
Plant Operation	27,817	2,976			396	Replacement for illness
Plant Maintenance	26,472	18,939				
Other Operating	6,820	4,822		237	237	Mohawk Trail, Community School Clerk
GRAND TOTAL	**$528,803**	**$413,036**		**$25,771**	**$156,591**	

Prepared by Human Resources
Date: May 11, 1995

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES, FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

JUNE, 1995

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Name Search - Mountain S.S. 17:45 Program 18:15	2	Sir John A. Macdonald S.S. 25th Anniversary 3rd
OPSBA Annual General Meeting Windsor 8-11th	5	6 Operations and Finance 18:15	7	8 Personnel and Organization 18:15	9	
	12	13	14 OSSTF Retirement Reception 16:00-19:00	15 Featured Performers 19:45 Board 20:00	16	
	19	20 HTF Retirement Reception 19:00	21 Special Education Advisory Committee 19:00	22	23	
Achieving Violence-Free Schools - Insight and The Globe and Mail, Toronto 29th	26 Board's Retirement Reception 19:00	27 Graduation: Mountain S.S. East & West Campuses (Caledon) 19:30	28 Graduations: Macdonald 13:00 Barton 13:30 Delta 13:30 Westmount 14:00 Briarwood 14:00	29 Graduations: MacNab 13:00 Westdale 13:30 Churchill 14:00 Scott Park 14:00 Sherwood 14:30 G-P-Vanier 19:30	30	

Issued 1995 05 04

Education Centre
100 Main Street West
Hamilton, Ontario
1995 05 11

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) That the following teachers be appointed to the Probationary Staff, effective 1994 09 01, with salary according to the salary schedule:

Sonya Gusenbauer (E)
Wesley Hahn (E)
Replacements

2. PERMANENT STAFF APPOINTMENTS - Nil

3. PROMOTIONS

(a) (i) That the appointment of Diane Rawsthorn to the position of Elementary School Principal on a temporary basis, effective 1995 01 01 to 1995 06 30, approved at the November meeting, be changed to Acting Principal of an Elementary School, effective 1995 01 01, with salary according to the salary schedule.

(ii) That the appointment of Joan Browning to the position of Elementary School Vice-Principal on a temporary basis, effective 1995 01 01 to 1995 06 30, approved at the November meeting, be changed to Acting Vice-Principal of an Elementary School, effective 1995 01 01, with salary according to the salary schedule.

(iii) That the appointment of Dorte Deans to the position of Secondary School Vice-Principal on a temporary basis, effective 1995 02 01 to 1995 06 30, approved at the January meeting, be changed to Acting Vice-Principal of a Secondary School, effective 1995 01 01, with salary according to the salary schedule.

(iv) That the following teachers be appointed to the term position of Special Education Consultant, effective 1995 09 01, with salary according to the salary schedule. The duration of the term to be determined.

Carol Campanella (E)
Judith Peall-Ward (E)
Janet Watt (E)
Replacements

(b) That the following staff be promoted to the positions stated, effective as shown, with salary according to the salary schedule:

Linda Eustace (Senior Secretary - Level 5, Secondary School Clerical & Secretarial Staff), 1995 05 23
Anne Marie Pegg (Elementary School Secretary - Grade 8, Clerical & Technical Staff), 1995 05 01
Replacements

4. *INTERNAL APPOINTMENTS* - Nil

5. *TIMETABLE CHANGES*

(a) That the timetable of Rita DiCenzo (S) be increased from 3/6 to 6/6 (F.T. Sem. 1 & 2), effective 1995 02 01, with salary according to the salary schedule.

6. *RETIREMENTS*

(a) (i) That the resignations of the following Elementary School Principals, for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Gary Birch, 1995 06 30
Carl J. Burnell, 1995 06 30
Malcolm J. Curtis, 1995 06 30
Jacqueline E. Diverty, 1995 12 31
Kelvin Flegg, 1995 06 30

(ii) That the resignations of the following teachers, for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Diana Beacham (S), 1995 06 30
Paul DeRoo (S), 1995 06 30
Robert Laidlaw (S), 1995 06 30
Winnifred Mancini (E), 1995 07 31
Marilyn P. Nelson (E), 1995 06 30
Kenneth Ormerod (S), 1995 06 30
Violet Pizzagalli (E), 1995 06 30
Andrew V. Putns (S), 1995 06 30
Lloyd Rush (S), 1995 06 30
Marvin R. Sheppard (S), 1995 09 30
Scott Swanston (S), 1995 06 30
Penelope A Wray (E), 1995 06 30

7. *LEAVING EMPLOYMENT*

(a) That the date of 1995 08 31, for the following teachers to leave the employ of the Board be approved:

Kathryne Foster (S)
Sonya Gusenbauer (E)
Wesley Hahn (E)
Jean Hughes (S)
Thomas Leavitt (S)
Joan Massey (S)
Mark Miculan (S)
Kathleen Morris (S)
Donald Orsi (S)

Jody Shaboluk (S)
Linda Smith (S)
Robert Spree (S)
Darlene Wall (S)
Radia Younes (S)
Elem. 2 - Terminations
Sec. 11 - Terminations
1 - Resignation

8. LEAVES

Leaves of Absence

(a) (i) That the requests of the following teachers for Leaves of Absence, effective as shown, be granted:

Natalie Bastow (E), 1995 09 01 to 1996 08 31
Anita Darrell (S), 1995 09 05 to 1996 01 31
Michele Fairfield (S), 1995 09 01 to 1996 08 31
Lynette Gossen (E), 1995 05 08 to 1995 11 24
Alisa Greve (E), 1995 05 29 to 1996 01 26
Yvonne C. Leegstra (E), 1995 04 10 to 1995 10 13
Donna Mulligan (S), 1995 09 04 to 1996 01 31
Michelyn Putignano (S), 1995 07 01 to 1996 01 31
Lisa Read (E), 1995 06 26 to 1996 02 23
Jacqueline Trapp (E), 1995 06 05 to 1995 12 08

(ii) That the following Voluntary Timetable Reductions approved at previous meetings be changed to Reduced Workload Leaves of Absence, effective as shown:

Catherine Attridge (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2), 1994 09 01 to 1995 08 31
June Baxter (E), .7 to .5, 1994 09 01 to 1995 08 31
Karen Bernyak-Bouwman (E), 1.0 to .7, 1994 09 01 to 1995 08 31
Janice Boose (E), 1.0 to .5, 1995 01 01 to 1995 08 31
Marilyn Brown (S), 6/6 to 5/6, (3/3 Sem. 1, 2/3 Sem. 2), 1994 09 01 to 1995 08 31
Lesley Chiasson (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Trevor Chiasson (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Linda Chenoweth (E), 1.0 to .6, 1994 09 01 to 1995 08 31
Linda Cooper (E), 1.0 to .9, 1994 09 01 to 1995 08 31
Nancy Cooper (E), 1.0 to .5, 1995 01 01 to 1995 08 31
Susanna Costa-Popovich (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Joanne Crossman (E), 1.0 to .9, 1994 09 01 to 1995 08 31
Francoise Cyr (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Frances DiIorio (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2), 1994 09 01 to 1995 08 31
Norma Dreossi (S), 6/6 to 5/6, (2/3 Sem. 1, 3/3 Sem. 2), 1994 09 01 to 1995 08 31
Francess Figge (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Paula Gallant (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2), 1994 09 01 to 1995 08 31
Karen Gugliano (S), 6/6 to 3/6, (F.T. Sem. 2 only), 1994 09 01 to 1995 08 31
Shirley Gunby (E), 1.0 to .7, 1994 09 01 to 1995 08 31
Anna Gusenbauer (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Karen Hahn (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Sylvia Holinaty (S), 6/6 to 3/6, 1994 09 01 to 1995 08 31 (Job Share with W. Holinaty)
William Holinaty (S), 6/6 to 3/6, 1994 09 01 to 1995 08 31 (Job Share with S. Holinaty)
Nancy Holmes (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2), 1994 09 01 to 1995 08 31

Kathleen Johnson (S), 5/6 to 3/6 (F.T. Sem. 1 only) 1994 09 01 to 1995 08 31
Teresa Katerberg (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Gerald Kilby (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2)1994 09 01 to 1995 08 31
Sarah Lindsay (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Giselle Maerz (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Tiina Mallais (S), 6/6 to 5/6, (3/3 Sem. 1, 2/3 Sem. 2), 1994 09 01 to 1995 08 31
Julie Marshman-MacCuish (E), 1.0 to .8, 1994 09 01 to 1995 08 31
Marie Marskell (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Dawn Martens (E), .5 to .3, 1994 09 01 to 1995 08 31
Richard Moll (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2), 1994 09 01 to 1995 08 31
Cathy Morningstar (E), 1.0 to .9, 1994 09 01 to 1995 08 31
Barbara Moskaluk (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Linda Pyett (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Christine Rees (E), .8 to .5, 1994 09 01 to 1995 08 31
Helen Senson-D'Addario (E), 1.0 to .6, 1994 09 01 to 1995 08 31
Eileen Shannon (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2), 1994 09 01 to 1995 08 31
Michael Silbert (S), 6/6 to 5/6, (3/3 Sem. 1, 2/3 Sem. 2), 1994 09 01 to 1995 08 31
Lynsey Sober (S), 6/6 to 5/6, (2/3 Sem. 1, 3/3 Sem. 2), 1994 09 01 to 1995 08 31
Noreen Staios (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Magdalen Tassy-Gall (E), 1.0 to .7, 1994 09 01 to 1995 08 31
Cynthia Thomas (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Pamela Tuff (E), 1.0 to .7, 1994 09 01 to 1995 08 31
Bonnie Turner (E), 1.0 to .5, 1994 09 01 to 1995 08 31
Evelyn Wilkie (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2), 1994 09 01 to 1995 08 31
Barbara Yarwood (E), 1.0 to .5, 1994 11 07 to 1995 08 31
34 Elementary
15 Secondary

Leave of Absence - Date Change

(a) That the effective dates of the Leaves of Absence granted to the following teachers, at a previous meetings, be changed to:

Faith Bland (E), 1995 02 13 to 1995 05 26
Pauline Stavnitzky (S), 1995 05 01 to 1995 08 31

(b) That the effective dates of the Leaves of Absence granted to the following staff at a previous meeting be changed to:

Joan Dabor (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 03 06 to 1995 09 08
Elaine Nowell (Student Records Secretary, Secondary School Clerical & Secretarial Staff), 1995 03 23 to 1995 09 27

Leave Extension

(a) That the request of the following teachers for an extension of their Leaves of Absence, effective as shown, be granted:

Ellen R. Knapp (E), 1995 09 01
Christine McCulloch (S), 1995 09 01 to 1996 01 31
Patti McMaster (E), 1995 09 01 to 1997 08 31
Brian Radke (S), 1995 09 01 to 1996 08 31
Doug Robb (S), 1995 09 01 to 1996 08 31
David Simpson (S), 1995 09 01 to 1996 08 31

(b) That the request of the following staff for an extension of her Leave of Absence, effective as shown, be granted:

Ingrid Maraj (School Social Worker, Professional Student Services Personnel), 1995 09 01 to 1996 08 31

Return from Leave of Absence

(a) That the following teachers be returned from their Leaves of Absence and assigned teaching duties, effective as shown:

Ann Afinec (E), 1995 09 01
Judith Ambrose (E), 1995 09 01
Faith Bland (E), 1995 05 29
Sherri Cooper (E), 1995 05 12
Sandra Easterbrook-Barna (E), 1995 05 29
Christine McKinty (S), 1995 09 01
S. Elaine Pilgrim-Susi (E), 1995 09 01
Maryellen Rankin (S), 1995 03 20

9. OTHERS - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

1995 04 27

To: The Chairman and Members
Personnel & Organization Committee
Board of Education
Hamilton, Ontario

From: Rick Binns
Superintendent of Human Resources

Re: Recovery of Cost of Educational Assistant (.2) Through Insurance

BACKGROUND

In June of 1994, the Board approved the following recommendation:

"Effective 1994 09 01, subject to Board approval, insuring agents of a child whose parent or guardian request that an educational assistant be assigned to work directly with their child who had "acquired brain injury" as a result of a motor vehicle accident be billed by the Board."

ISSUE

We have a request from parents to provide such assistance to their child for two half days per week effectively immediately until June 30, 1995, and the insurer has verbally agreed to pay.

RECOMMENDATION

That the request to have an educational assistant assigned to this child two half days per week (.2 f.t.e.) effective immediately until June 30, 1995 be granted and that the insuring agents be billed to recover the costs.

RATIONALE

1. While the paperwork process to recover the costs has begun, the need to provide assistance is immediate.

2. The provision of this educational assistant will increase the f.t.e. (until June 30, 1995) by .2. This increase will appear under "recoverable" on the staffing report.

3. Future need for educational assistant services for this child will be reviewed in June.

4. Cost - 6 hours X $16.16 per hour X 8 weeks = $775.68
(Since this assistance will be provided by increasing the hours of an Educational Assistant who already works at the school part-time, the increased cost for benefits would be only for the month of June and are very minor.)

REFERRED AT THE 1995 05 0
PROGRAM COMMITTEE

REPORT TO SENIOR MANAGEMENT AND TRUSTEES

Date: May 4, 1995

To: Mr. Bob Stewart, Chairman of the Board of Education

From: Phil Scordino, Technological Education Co-ordinator

Report: Information

Re: THE FUTURE OF TECHNOLOGICAL EDUCATION IN HAMILTON

Background: ***Chronology of Technological Education in Hamilton (1986 to present):***

1. Curriculum Development:

- Hamilton has been one of the Provincial leaders in curriculum development. In 1987- 88 Hamilton teachers spearheaded the development of the new Broad-Based Technology curriculum documents in Manufacturing and Communications for the Province. We were subsequently rewarded with an $850,000. "Prototype Fund" to purchase equipment and set up these new programs in 4 schools. These pilot schools hosted over 200 visitors from all over the province.

- Students in these programs became ambassadors for Hamilton as visitors queried them on our new programs, and at the same time were able to demonstrate their newly acquired skills. Our students became leaders and learners along with the teachers as they worked together to develop these new programs and to install and setup new equipment.

- From Provincial guidelines we developed 2nd and 3rd generation documents for teacher use. Hamilton became well known for these documents and sold many copies to numerous Boards in the Province and to Brock University. These documents had a huge influence on Technological Education in the province and our teachers made presentations at many provincial conferences.

2. Hamilton Technological Up-Grade Funding:

- This initiative was passed by the board of education in 1986 and ran for 5 years with a total expenditure of $ 1.4 million dollars. This fund enabled schools to up-date their equipment, introduce computers and high-tech equipment and provided teacher in-service on the latest equipment.

3. Technological Showcase:

- In 1987 and again in 1990 Hamilton developed and hosted the very successful "Technological Showcase" at the Hamilton Convention Centre. These two showcases permitted students to demonstrate various activities related to the new programs, demonstrate newly acquired technological skills, and to demonstrate teamwork skills as many students had to work together to set-up the showcase activities. These showcases also enabled our schools and students to develop community linkages and to get involvement from local businesses and industry.

4. Technological Education Program and Equipment Renewal Funding:

- This initiative of the Provincial government started in 1990-91 and ran until 1994-95. The Provincial fund provided all school boards with the opportunity to purchase new equipment, provide in-service for teachers, and to introduce new Broad-Based Technology programs.

- Hamilton became one of the few boards in Ontario to receive funding for every secondary school in our system. Our board supported the secondary school plans for program renewal with resources (books/videos/software), renovations in the amount of $ 50,000. per school, and the seed money required to access the Renewal funds. All schools were able to receive community donations of approximately $12,500. per school.

- During the initial stages of the Provincial Funding Program, Hamilton schools were models for many provincial visitors.

- Most schools are now at the implementation stage of changing from traditional subject-specific programs to the Broad-Based Technology programs. Students have benefited most from these programs since they were able to develop new skills such as life-long learning and employability skills, computer skills, high-tech equipment skills, critical thinking skills, and student-centred learning became the focus, not the teacher.

- From 1987 to 1994 Hamilton received a great deal of funding to initiate new programs which necessitated the hiring of approximately 70 - 75 new teachers (due to retirements and expansion of program), giving us one of the youngest and most dynamic Technological Education staff in the Province.

5. School-based Programming:

- Starting in 1988 the Technological Studies Heads and the Co-ordinator worked in conjunction with the Superintendent of Program to develop long-range school plans.

- It was concluded that school-based programming was the best for the Hamilton system, and this led to the development of the "Future Tech" document, and it's inclusion in the Secondary School Study Report.

- The philosophy outlined in Future Tech provided the opportunity for good technological programs in all schools. This resulted in Hamilton being ahead of our time, receiving funding for all schools, and most importantly, allowed Hamilton schools to start integration of subjects as proposed by the Ministry of Education and Training in the Common Curriculum and Broad-Based Technology documents.

- Integration of Technological Education with General Studies is starting to occur in many schools, mainly due to the initiative of the Technological Education staff. School-based programming has also provided the opportunity for program development which meets the needs of the school and it's community.

Areas of strength

1. Enrollment: (See enrollment chart attached)

- Technological Education enrollment is approx. 40 - 60 % of overall student population in a school. eg. Delta in 1989 had 363 students enrolled in Technological Studies (pre-Services programs), and by 1993 this had increased to 1230 students (post-Services programs) - these included Cosmetology, Food Services (4 Areas), Home Nursing and Child Care, and Communications programs.

- Between 1988 and 1993, there was an increase of approx. 43% in Technological Education programs across the system which could be attributed to new initiatives, (Prototype Funding, Hamilton Upgrade Funding, Technological Education Renewal Funding, and introduction of the Broad-Based Technologies), excellent curriculum development and the infusion of new teachers.

2. Programs:

- Women in Technology programs are very active in many schools in the areas of Transportation, Construction, Interior Design, Communications, and the Services courses. These programs have been very successful and approximately 25% of all Technological Studies students are now female.

- The Dental Assistant and Health Care Aide Certificate Programs are unique to Hamilton and provide a co-operative education learning environment for the students. Most students in these programs are employed immediately upon graduation. Enrollment in both programs is usually over subscribed.

- The S.S.W.A.P. program in Cosmetology is active in three schools and is also an over-subscribed program. It attracts many students, provides a co-operative education component and the opportunity for immediate employment for many students upon graduation.

- Communications, Construction and Transportation programs continue to be the largest drawing cards for students in Technological Studies in all secondary schools. Enrollment continues to increase in most programs.

3. Staff:

- Hamilton has many young and dynamic Technological Education teachers that provide students with some of the finest program instruction in the province. Their concern with student learning, safety and well being is a model for other school boards.

4. Program Initiatives:

- The Common Curriculum indicates a strong emphasis on Technological Education for all students. The document specifies 47 learning outcomes for each of grades 3, 6, and 9 in Math., Science, and Technology. Of the 47 outcomes in grade 9 alone, there are 26 directly related to Technological Education, and in the Arts, Languages, and Personal and Social Science areas, Technological Education has applications in over 30 outcomes.

- The Ministry of Education and Training document for Broad-Based Technologies, outlines the program of studies which is to be implemented by Sept. 1995, and has been part of most Hamilton school long-range plans for Technological Education since 1990. The Technological Studies Heads will need support to develop an action plan to assist schools with the implementation of this important initiative.

Program Initiatives: (cont'd)

- At the Middle school level, Technological Education programs were undergoing a restructuring from the traditional Industrial Arts programs to the Design and Technology programs. In several Middle schools this provided major renovations to enhance the program shift to Design and Technology including computer technology and related equipment.
  Design and Technology programs are an important component of the Middle school program and provide many students with a variety of transferable skills which are carried with them throughout their educational and life experiences.
  The Design and Technology programs also act as an important transition link for students entering the Technological Education programs at the high school level.

Concerns:

- As of April 1995, 13 Technological Education teachers have received letters of termination, in addition another 3 teachers have confirmed their intent to retire, (and possibly an additional 2 more teachers), bringing the total technological teacher loss to 16! All these teachers have advanced level certification and cannot be replaced with unqualified teachers for the specialization years programs.
  Does this equate to closing programs?
  For example there is a shortage of qualified Transportation teachers in the province, thus if we lose any Transportation teachers they will be hired immediately and some of our most attractive programs may close and never re-open!

- Highly specialized programs such as the Dental Assistant and the Health Care Aide Certificate programs provide students that meet the employment needs of the community. **These specialty programs could be impacted by the teacher terminations!**

- Where many boards are holding on to their Technological Education teachers or hiring new ones, **we are terminating the positions of many of our young Technological Education teachers!**

- The Separate School Boards including Hamilton-Wentworth are expanding their Technological Education programs, where we may be shrinking ours. The Separate Boards now have the equipment and the buildings, however we still have the programs, curriculum, expertise and good Basic and General level programs plus many Services programs. The potential exists now to lose many of our general and basic level students to the Separate Board, and this could negatively affect the many excellent Technological Studies programs in our system.

Concerns: (cont'd)

- **If programs are cut, then the potential also exists for an increase in the drop-out rate, and for a decrease in grant money! This will also have an impact on General studies programs since every Technical student also take 3 Academic courses per semester.**

- With the implementation of the Common Curriculum there is a stronger emphasis on Technological Education for all students. However, many schools have reduced the number of hours allocated to Technological Education at the grade 9 level and at the Middle school level, and in some cases the program is optional! This reduction from full credit, 110 hour grade 9 programs to anywhere from 36 hours to 47 hours, will make it very difficult for teachers and students to meet all the outcomes indicated in the Common Curriculum, which must be fully implemented by 1996. **We are concerned that the number of hours of instruction will adversely affect program delivery, de-emphasizes the importance of Technological Education indicated in the Common Curriculum and the future viability of the programs!**

- At the Middle school level, the removal of funding for Design and Technology at the grade 6 level, and the potential elimination of D&T programs from some schools has left many teachers concerned about their future. The Middle school teachers also share the same concern as Secondary teachers in that with the reduced time allotment for D&T, it will be very difficult to meet all the outcomes as indicated in the Common Curriculum.

- Student safety has always been a concern for both Middle school and Secondary school teachers. With the increase in class sizes that have been occurring recently, this has become an even greater concern, **especially when class size exceeds 20 students!**

Concluding Statement:

- The importance of Technological Education competence for all students was realized in the late 1980's. Technological Education Renewal funding provided the impetus to change the emphasis of the senior division (grades 10 -12) programs from very subject and trade specific to being more "generic" in nature and more relevant to all students.

- Now in the 1990's the Common Curriculum(1995 version) goes further and emphasizes Technological Education for all students up to the end of grade 9. Hamilton must strive to provide this and the best overall education for it's students. The potential loss of Hamilton's Technological Education leadership in the province especially in a city which is so rich in it's Manufacturing, Communications and Services based industries, makes this all the more important.

- Presently the technological education programs in Hamilton can provide students with the skills necessary to meet the "Employability Skills Profile" published by the Conference Board of Canada, and can prepare students to meet the Global Community challenge, plus give them life-long skills.

Why Students take Technological Education Courses:
- to develop and acquire the following:

- **Life-long skills**
- **Team-work skills**
- **Problem-solving skills**
- **Critical thinking skills**
- **Computer skills**
- **Transferable skills**
- **Communication skills**
- **Technological skills**
- **Collaborative skills**

Technological Education Enrollment
1988 - 1994
Composite Secondary

	Sept.'88	Sept.'89	Sept.'90	Sept.'91	Sept.'92	Sept.'93	Sept. '94	
BARTON	578	606	540	564	663	764	749	
CHURCHILL	409	508	556	673	514	539	594	
DELTA	366	363	830	857	1015	1230	1002	
GLENDALE	460	482	414	563	634	556	538	
HILL PARK	540	556	612	697	690	874	830	
MACNAB	538	556	447	591	495	502	712	
MACDONALD	447	537	560	659	670	638	557	
SCOTT PARK	310	330	445	538	630	688	658	
SHERWOOD	523	640	699	769	737	580	669	
VANIER	166	175	146	134	184	180	188	
WESTDALE	382	416	479	544	610	596	452	
WESTMOUNT	481	479	326	279	288	299	330	
TOTAL	**5200**	**5648**	**6054**	**6868**	**7130**	**7446**	**7279**	

INCREASE FROM 1988 TO 1993: + 2246 or + 43.19 %
INCREASE FROM 1988 TO 1994: + 2079 or + 39.98%
[Decrease Of 167 Students From 1993-94 (- 2.29%)]

AGENDA
THE OPERATIONS AND FINANCE COMMITTEE
1995 03 29

Present: Trustees Cunningham (Chairman), Hicks, Lowe, Orban, Rogers and Stewart.

Not Present: Trustee Desmarais and Korz.

Also Present: Trustees Bishop, Darby, Gage, Hill, Johnston, Johnstone, MacDonald, Mulholland, Paquin, Patenaude and Rodgerson.

Officials Present:
D. Goodridge, Director of Education and Secretary
P. Shewfelt, Superintendent of Finance and Treasurer
R. Binns, Superintendent of Human Resources
P. Gillie, Superintendent - Administrative and Operational Services
M. Quinn, Superintendent of Schools - Lower City
N. Nicholls, Superintendent of Schools - Mountain
G. Rutledge, Controller
S. Thompson, Assistant Superintendent of Schools - Lower City
F. Cooke, Assistant Superintendent - Program

Miss Cunningham called the meeting to order, noting regrets for not being able to attend had been received from Trustees Desmarais and Korz.

Moved by Canon Rogers:

That Items #1, 2 and 3 of Business Arising under Elementary/Secondary be dealt with prior to moving in-camera. **CARRIED.**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

List and Cost of all Non-Mandated Programs

a) Update

A list of non-mandated programs was distributed (attached). There was no discussion.

b) Guidance Program in Middle Schools

Mr. Quinn distributed and reviewed information relating to the role of Guidance Counsellors in the middle school. (attached) Budget implications - Annual basis: +$1 million - 1995 budget: $430,000.

Trustees speaking in favour of maintaining this program at the current level cited the Royal Commission Report emphasis on career planning in the middle schools.

Moved by Ms. Orban:

That the Guidance Program in the Middle schools be retained.

In the belief that other proposed cuts should be prioritized first, it was:

Moved in amendment by Dr. Johnston:

That the motion be tabled. **CARRIED.**

When Mrs. Bishop attempted to place a motion on the floor requesting the Superintendents of Schools to bring a report back on a further $1 million cut in Line 1, Miss Cunningham ruled she would not accept her motion preferring to follow the Agenda.

c) Itinerant Music Program
Noting the use of Music, Physical Education and Core French Itinerant teachers for contractual release time, Mr. Quinn advised that this elimination would not result in cost savings to our board.

No action was taken.

d) Elementary Librarians
Mr. Quinn distributed and reviewed information relating to the role of Teacher Librarians in the middle school, stating it is Senior Management's opinion that this position needs to be maintained. (attached) Budget implication - Annual basis: $3.8 million and if implemented 1995 09 01: approximately $1.5 million.

Moved by Mr. Stewart:

That the position of Teacher Librarians be eliminated.

Trustees speaking in opposition to the motion noted
.Teacher Librarians are at the forefront of implementing new technology, i.e. FreeNet
.some support for reductions but not total elimination.

Having determined from Mr. Quinn that coverage would still be possible with a reduction of 20 positions, it was

Moved in amendment Mrs. Bishop:

That there be a reduction of the current number of Teacher Librarians by 20 F.T.E.

Mr. Shewfelt advised that this reduction would equate to a $1 million annualized saving; $400,000 for 1995.

Following some debate, the question was called and was **CARRIED.**

The amendment was put to vote and was **LOST.**

The motion was put to a vote and was **LOST.**

Moved Mr. Mulholland:

That the following motion be lifted from the table:

a) That the Guidance Program in the Middle schools be retained. **LOST**

Total Number Department Heads and Assistants
Information regarding Heads of Departments and Assistant Heads - 1994-95 was distributed.

Moved Mr. Mulholland:

That the Information re Heads of Departments and Assistant Heads be received for information. **CARRIED.**

Co-operative Education Program - Reduced Staffing
Ms. Russon, Manager, Employee Relations, advised that staffing arrangements were amended in the Collective Agreement. For every 13 Co-op students, schools are eligible for 1 line for monitoring.

Questions were raised as follows:
.what are possible alternatives to operating this program?
.is a qualified teacher necessary to monitor the students?
.what is actual number of students in the program?
.what is the percentage of time related to monitoring, i.e. separate teaching from monitoring/administration
.statistics regarding students who obtained a position as a result of Co-op placement

At this point, the Committee met in-camera.

When the public session resumed, Miss Cunningham advised that the issues of Workload Study (General) and the Lunchroom Supervision (Elementary/Secretary) would be added to the public agenda at the conclusion of Business Arising.

GENERAL

INTRODUCTION

Status of the 1995 Estimates

Mr. Shewfelt reviewed the status noting the revisions to #12 and #13.

Mr. Darby asked that these changes be reflected in Expenditure and Revenue summaries for Thursday's meeting.

BUSINESS ARISING OUT OF THE MINUTES:

Rental of Facilities - Chairman and Director's meeting with the Parks and Recreation Committee

Mr. Stewart reported that representatives from the Board cannot meet with the Parks and Recreations Committee until their next meeting scheduled for 1995 04 04, adding that he was advised that it would be better to wait until the May meeting.

Total Funding for Software

Ms. Gillie explained the breakdown of the remaining $45,225 allocation for software as follows: Lower City - **$23,471**, Mountain - **$20,804** and FLS - **$950**.

Textbook Allocation per Pupil

Mrs. Nicholls advised that the present allocation is $15.98 per pupil for elementary and $18 per pupil for secondary.

Mohawk Trail - Synopsis of Usage

Dr. Cooke advised that 40 - 50 classes, almost exclusively from primary grades, attend on a yearly basis. It was noted that the Hamilton Teachers' Federation also subsidizes the operation of this museum.

Savings re Program Co-ordinators' scheduled teaching lines

Mr. Binns advised that savings had been realized starting in the second semester of this year due to a decline in the number of teachers scheduled to teach.

Asbestos

a) Amount of Expenditures and Grants

Ms. Gillie advised that all asbestos-related work in 1994 totalled $1.2 million. Ninety percent of expenditures for school asbestos are eligible for a grant at the rate of 60%.

b) Costs of work contracted in and out

Approximately 46% of the $1.2 million total is labour costs - $258,000 for our Asbestos Response Team (5 people excluding Supervisor or Foreman) and $300,000 is contract work.

Mr. Mulholland advocated savings through contracting-in, using multi-crafted workers.

Monies Spent to Date re Athletic Subsidy Budget

Dr. Cooke indicated that $40,000 has been distributed to the schools and a balance of $30,000 remains uncommitted.

Moved Mr. Hicks:

That Physical Education staff be authorized to solicit corporate sponsorship (with the exception of manufacturers and/or vendors of alcohol and tobacco) under the guidelines included in the O.F.S.S.A. and the Hamilton Board of Education approved I.A.C. Constitution.

Mr. Hicks noted that this motion gives the Heads of these Departments the opportunity to start the process under the existing guidelines, bringing them back through Dr. Cooke's office and then to Board.

Considering this to be a change in policy, it was

Moved in amendment by Dr. Johnston:

That this motion be referred to the Senior Officials for a report.

Following a discussion, Mr. Goodridge indicated he will be bringing a report related to corporate sponsorship to the trustees within a month or two.

Upon receiving assurance that this policy is contained within the Board's I.A.C. Constitution, Dr. Johnston withdrew his motion.

The motion was put to a vote and was **CARRIED.**

Legal Implications of Hiring a Professional Fundraiser
Noting this issue and the next are related, Mr. Goodridge indicated his intent to bring a report to the Board.

Information requested during the discussion:
.what is happening in City
.costing implications
.commission versus adding to staff

Policy Allowing Corporate Sponsorship
See above.

Snow Removal - Monies Spent to Date
Ms. Gillie expressed doubt that a reduction to $50,000 would cover snow costs for 1995.

Moved by Ms. Orban:

That the 1995 budget estimates for Snow Removal be reduced by 50%. **LOST.**

Trustees' Budget
Moved by Mr. Mulholland:

That the Trustee Honoraria be reduced by the amount of $4,310.

Noting this would reverse the increase approved in February, 1995 and the Honoraria would revert back to last year's amount, a two-third's vote was called for. The motion was put to a vote and was **LOST.**

Moved by Mr. Mulholland:

That the amount of $30,075 for trustee staff development be reduced by $23,940.

Mr. Mulholland's intent is to remove the cost of conferences, excluding the registration fees.

The motion was put to a vote and was **LOST**.

Moved by Mr. Mulholland:

That the amount of $7,000 for Board Committee meetings be deleted from the budget. **LOST**.

The intent of this motion is to eliminate meals for Committee meetings.

Budget for Board Minutes
Moved by Mrs. Hill:

That $6,000 be removed from the budget for Board Minutes. **CARRIED**.

Options available to the Board to realize savings which include but are not limited to the Workload Study of CUPE 1344
Moved Mr. Darby:

That there be no replacement coverage for Caretakers and Firemen for the first day of absence commencing September, 1995 and that $75,000 be removed from the appropriate budget line.

Mr. Mulholland declared a conflict of interest and indicated he would neither debate nor vote on this issue.

The motion was put to a vote and was **CARRIED**.

Mr. D. Sage, Manager, Property and Insurance, provided an update relative to rentals and costs related to caretaking.

Mr. Goodridge offered that Senior Management will look at this issue further and report back at tomorrow night's meeting.

Moved by Mrs. Bishop:

That the Board implement afternoon shifts for cleaners in Secondary Schools effective 1995 09 01.

When it was noted this motion would change the afternoon shift hours from 12 Noon - 7 p.m. to 3 p.m. - 10 p.m, concern was expressed about female staff leaving buildings late at night.

As the Director indicated he could bring a report on the pros and cons related to this issue tomorrow evening, it was

Moved in amendment by Dr. Johnston:

That this be referred to the 1995 03 30 meeting.

At Mr. Mulholland's request, the motions approved at a 1994 06 27 Special Personnel and Organization Committee relative to the Workload Study were read.

Should the officials believe there is a conflict between Mrs. Bishop's motion and those previously approved, Miss Cunningham assured trustees they would be advised.

The amendment was put to a vote and was **CARRIED**.

Moved by Mr. Darby:

That six positions of unassigned firemen be removed in June of 1995 and the appropriate savings be removed from the budget.

Trustees Mulholland and Lowe declared conflicts of interest and indicated they would neither debate nor vote on this issue.

Trustees were advised that this motion would yield savings of $108,000.

The motion was put to a vote and was **CARRIED.**

Moved by Mr. Darby:

That the Board develop a new workload study for implementation in January 1996.

Mr. Darby agreed to a friendly amendment replacing the word **"study"** with that of **"formula".**

Mr. Mulholland voiced concern that sections within the Collective Agreement preclude management's right to do this.

It was confirmed that the intent was to do an internal workload study and that CUPE would be involved.

The motion was put to a vote and was **CARRIED.**

Responding to Mr. Mulholland, Ms. Gillie affirmed that of the 22 positions in the Maintenance Shops, five are vacant and will be considered in the downsizing in terms of the $930,000.

Rental - French Language Office
Relative to the issue of rental for the French Language Section Office, Mrs. Hill was advised that the Ministry of Education and Training deems this matter to be of exclusive jurisdiction, not general.

Further information was requested for the meeting tomorrow evening.

Budget Overages by Superintendency
Mrs. Rodgerson stated she would not take any action pending discussion of Item #1 under New Business.

NEW BUSINESS:
Reduction in Consumable Expenditures - $1,000,000
Mr. Shewfelt advised officials are prepared to recommend a reduction to the 1995 Estimates of $11,875,396 under Consumable Expenditures; however, details are not available.

Mr. Goodridge intimated that it may be possible to have a "skeleton framework" outlined by Thursday, 1995 03 30.

Moved by Ms. Orban:

That the budget for Consumable Expenditures be reduced by $1,000,000.

Moved in amendment by Mr. Gage:

That the reduction to Consumable Expenditures exclude Books, Films and Software.

When he was advised that the estimates do not reflect a $40,000 reduction in software approved recently, Mr. Gage reworded his amendment to read:

That the reduction to Consumable Expenditures exclude Books, Films and Software and the total be amended from **$1,000,000 to $960,000.**

The amendment was put to a vote and was **LOST.**

The motion was put to a vote and was **CARRIED.**

Other Considerations:
Moved by Ms. Orban:

That this Committee continue to meet past 23:00 hours. **LOST.**

Miss Cunningham noted there was five minutes remaining in the meeting.

Moved by Ms. Orban:

That the Superintendents of Schools Instructional Supplies Budget (pages 4 and 7) be reduced by $294,000.

The Chairman ruled the motion out of order as this budget is included in the Consumable Expenditures.

Moved by Mrs. Hill:

That this Board adopt a budget not to exceed a 2.8% increase to the taxpayer.

Mrs. Hill suggested that a target could be mandated and details finalized later, in order to meet City time lines.

Moved in amendment by Dr. Johnston:

That the budget not go above a 4% increase. **LOST.**

Favouring a zero percent increase, Mrs. Rodgerson asked to be recorded as having voted in opposition.

Canon Rogers attempted to place a motion on the floor but the Chairman ruled the meeting adjourned as it was 23:00 hours.

Read and confirmed,

.....
Chairman

cv

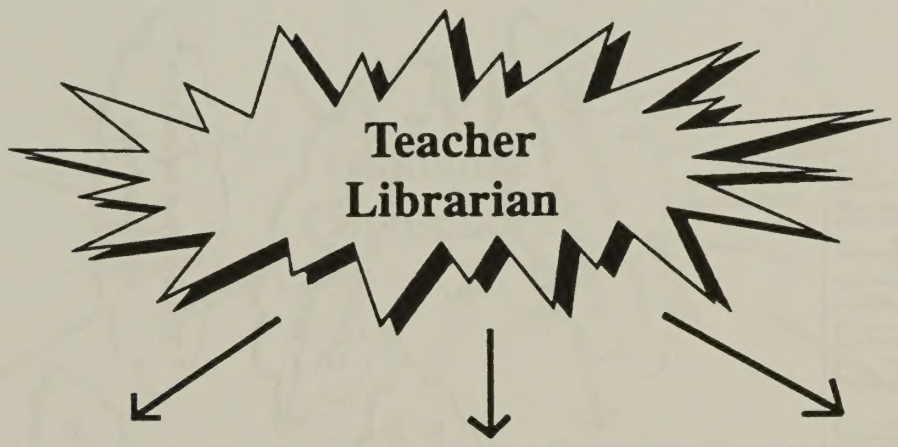
ELEMENTARY SCHOOLS

"No. of Teachers in Non-Mandatory Programs"

Computer Studies	6.6
Design & Technology	20.2
Dramatic Arts	.97
Family Studies	20.9
French Immersion	15.55
Guidance	21.5
Library	77.5
Music	23.5
Physical Education (Boys)	9.28
Physical Education (Girls)	9.8
Physical Education	19.4
Itinerant Teachers - Music	24.4
Itinerant Teachers - Physical Education	43.2
Special Education - Learning Resource	65.201

Teacher Librarians

The teacher-librarian arranges the school resource centre for students, teachers, parents and the community. The teacher-librarian teaches the skills that students will need to survive in the *Information Age*, skills that enable students to access, organize, process, analyze and report information.
How can we, in the Information Age, eliminate the Information Skills Resource leader in our schools?



Resource Management

- order, receive, catalogue, organize, disseminate resources such as computers, software, CD Roms, books, videos, magazines, filmstrips, cassettes, hands-on materials, professional references for instructional purposes.

Curriculum Management

- applies information skills across the curriculum (teaches students how to learn).
- leadership in program differentiation for students of all abilities.
- leadership in the implementation of The Common Curriculum.
- Co-ordinates, plans programs, units, themes with teachers to ensure outcomes are addressed.

Technology

- Integrates computers and media into the teaching learning process.
- assists teachers and students to choose and use the most appropriate technology for their specific need.

The reduction of Teacher-Librarians within the system will have a severe impact on the implementation process of Ministry/Board program initiatives and on the ability of students to become life-long learners.

SCHOOL LIBRARY RESOURCE CENTRE BENEFITS

BUDGET

Consolidates per pupil $$ expenditure on resources

Supports school-based management of resources

Avoids duplication of resources

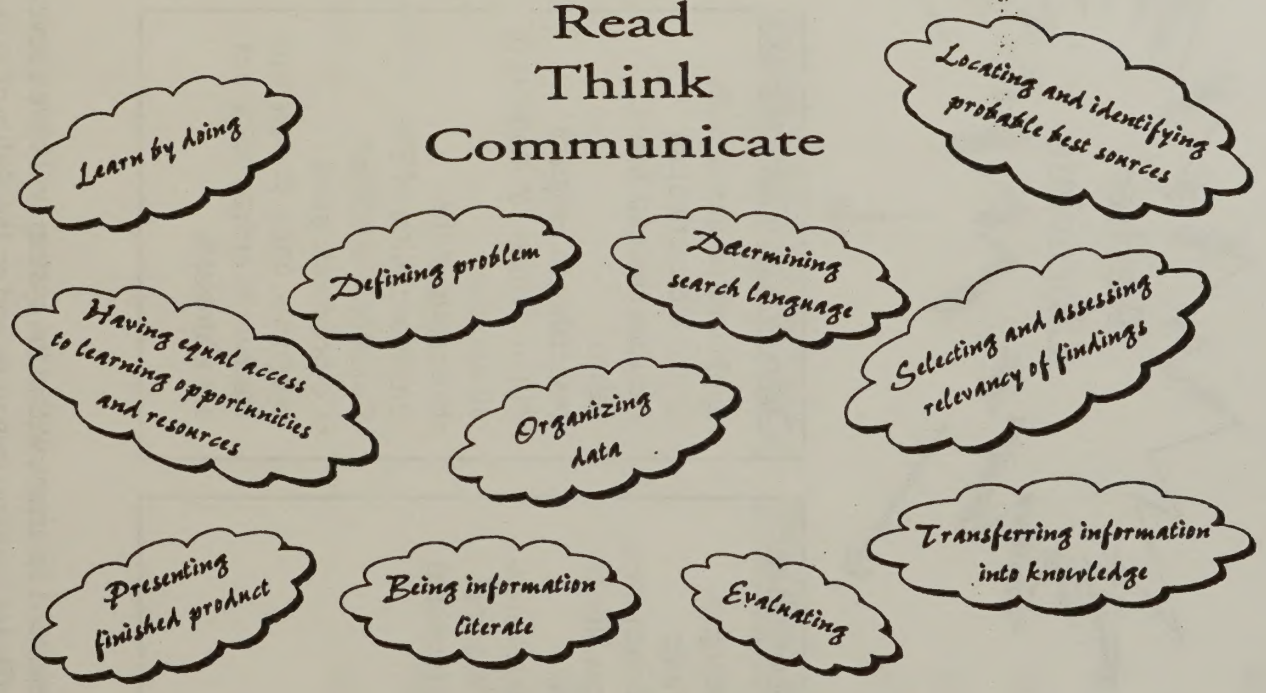
Provides opportunity for multiple curriculum links through resources

Extends reading and research opportunities by circulating more resources to more students

Ensures effective use of information technology

THE LIBRARY RESOURCE CENTRE PROGRAM

Read
Think
Communicate



Prepared by the Council of Ontario School Library Consultants (COSLC)
For the Educational Community

SCHOOL LIBRARY RESOURCE CENTRE STAFF

STAFF

A certified Teacher-Librari is qualified to:

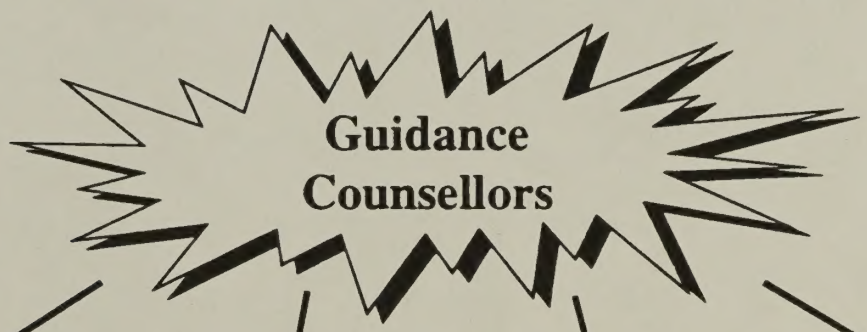
- Select appropriate learning resources for all ages, all levels
- Teach students how to access and use information
- Interpret/implement curriculum policies and guidelines
- Plan and teach with all staff teams
- Guide students in the effective use of latest information technologi
- Encourage and facilitate all aspects of literacy
- Network with other libraries and community agencie

"The Colorado study shows th the strength of the school libra media centre is a clear predict of academic achievement."

(Loertscher, David. "Objective: Acheivement. Solution: School Libraries", School Library Journal. May, 1993, p.32.)

Guidance Counsellors

Many societal problems end up in our schools. We cannot hand these problems back to society. They are at our front door each and every day. Middle Schools need the expertise of persons trained to deal in a confidential manner with students and parents to help cope with these problems. While many of these problems are in the affective domain, the cognitive domain suffers when the affective domain is ignored. Crisis/behavioural intervention proactive steps will head off suspension, expulsions.



Make Contact	Counsel	Program	Transitions
• contacting outside agencies such as: C/CAS, A.A.T..D., Probation, Chedoke-McMaster, ARC, SALEP, Section 27, ACES. • home visits, school contacts, write school reports, arrange family counselling, facilitate referrals to outside agencies, professionals.	• a non-judgemental confidential advocate. • students who are coping with suicide, eating disorders, anger, divorce of parents, grief, drugs, physical/sexual abuse. • parents dealing with children who have the above problems. • keeping students in school on a regular basis by preparing attendance calendars, monitoring attendance, making home visits, recommendations to ARC, co-ordinating alternative placements. • early intervention at a critical time will prevent problems escalating resulting in drop-outs.	• leadership in the development of Advisor Programs. • coordination of specific support programs such as R.S.V.P., New Wave, peer mediation, anger management, conflict resolution. • Resource Team member supporting program through the DART process, establishing and monitoring individual student timetables. • Teaching guidance curriculum–***One Step At A Time*** (20 hr./year) which addresses: study skills, career planning, problem-solving, self-image, time management, organizational skills, peer pressure.	• liaison with Junior feeder schools and the secondary schools we feed. • facilitates the transitions from Gr. 5-6 and Gr. 8-9 by planning orientation and intake sessions.

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 06 12

Confirmation of the minutes of the regular meeting of 1995 05 11.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

1995 06 12.

T0: Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

FROM: R.W. Binns,
Superintendent of Human Resources Services

RE: Travel Allowance Report

REPORT CLASSIFICATION: Decision

BACKGROUND:

A motion was passed at Budget Review (1989 04 17) calling for Officials to review and report on Travel allowances before presentation of the 1990 Budget.

A Committee comprised of Nancy Nicholls, Rick Kawai, Paul Shewfelt, Bruce Sinclair and Debbie Russon as resource person, was established to review such matters as:

(i) Criteria governing eligibility
(ii) Method of Payment - flat allowances or per kilometre reimbursement
(iii) Rates and costs
(iv) Administrative procedures and controls

Interim reports were submitted to the Personnel and Organization Committee on 1990 01 11 and 1990 12 13. At the December, 1990 Personnel and Organization meeting, the trustees approved an interim adjustment of 6% increase in flat allowances effective September 1, 1990, and a casual reimbursement rate of 26.6 cents per km (43 cents/mile) effective January 1, 1991.

A final report from the Committee was requested to be presented to the Personnel and Organization Committee.

Under the direction of the Superintendent of Human Resources, a new Committee was established to review travel allowances. The committee consists of the Superintendent of Human Resources, Superintendent of Program, Payroll Supervisor, Manager, Administrative Services, Manager, Employee Relations, and Assistant to the Superintendent of Human Resources.

The committee recommends that Travel Allowances continue to be paid to Trustees and members of Senior Management and that all other travel allowances currently paid to employees be eliminated effective January 1, 1996. Employees who are required to use their automobiles for business be eligible for per kilometre reimbursement at the rate of 30 cents per kilometre.

ISSUE:

To establish a Travel Reimbursement Policy effective January 1, 1996.

RECOMMENDATIONS:

1. That Trustees and members of Senior Management continue to be paid a fixed annual travel allowance.

2. That the schedule of fixed annual travel allowances for those employees on the approved list be deleted effective January 1, 1996.

3. That the new method of payment for all employees on the approved list be based on a per km reimbursement of 30 cents per kilometre effective January 1, 1996.

4. That the following Travel Reimbursement Policy be adopted by the Board :

> "The Board shall reimburse employees using their automobiles at the rate of 30 cents per kilometre as of January 1, 1996 for travelling expenses incurred on uthorized Board business as part of regular duties."

RATIONALE:

1. The current travel allowance schedule has not been amended since September 1, 1990. Employees who have been hired since September 1, 1990 and whose position is not on the present Travel Allowance list have been placed on mileage reimbursement.

2. To provide for an equitable method of reimbursing employees who are required to use their own automobiles on approved Board business in the performance of their regularly assigned duties.

TRAVEL REIMBURSEMENT POLICY

A. POLICY STATEMENT

The Board shall reimburse employees using their automobiles at the rate of 30 cents per kilometre as of January 1, 1996 for travelling expenses incurred on authorized Board business as part of regular duties.

B. ELIGIBILITY FOR AUTHORIZED BOARD TRAVEL

1. Employees required to use their automobiles:

   - on authorized Board business as part of regular duties
   - travel to schools and other locations to provide services or deliveries as part of regular duties

2. Not eligible for reimbursement is travel associated with:

   - school sponsored activities, field trips, athletic events, etc.
   - staff development and professional development activities, in-service, workshops, seminars, etc.
   - planning retreats or the like
   - to participate in System, Area, School and Department meetings and activities
   - unauthorized travel
   - travel covered by separate Board policy e.g. conventions, courses and seminars
   - travel between home and work locations within the City of Hamilton

C. ELIGIBLE REIMBURSEMENTS

1. Travel distance measured between the employee's regular place of employment and the location to which the employee travelled.

2. Authorized travel outside the City of Hamilton shall be calculated from the employee's regular place of employment and destination.

3. For extended travel outside the City of Hamilton, the employee will be reimbursed on the basis of the most economical and convenient method of transportation.

4. Actual receipts will be required for reimbursement of parking expenses.

Page 2.

D. AUTHORIZATION

1. All school claims shall be subject to the prior authorization of the Principal.

2. All claims from Principals shall be subject to the authorization of the appropriate Superintendent of Schools or designate.

3. All other claims shall be subject to the authorization of the appropriate Superintendent or designate, or the Office of the Director.

4. The Director shall have the final authority to determine the legitimacy of any claim under this policy.

E. CLAIMS

The employee shall, once a month, complete an individual claim form and submit it to the Principal, Superintendent or designate, or Office of the Director who will submit the authorized claim to the Finance Department for payment.

1995 06 12

TO: The Chairman and Members
Personnel and Organization Committee

FROM: Richard W. Binns
Superintendent of Human Resources

RE: **THE PERFORMANCE APPRAISAL SYSTEM POLICY**

REPORT: Information/Decision

BACKGROUND

1. In November 1993, the Superintendent of Human Resources Services established a system umbrella committee to develop a co-ordinated and comprehensive Performance Appraisal System.

2. The umbrella committee, as its initial task, created a set of guiding principles that would form the basis for the Performance Appraisal System.

3. Prior to making policy and procedure recommendations, the committee(s):
   - identified the existing nature of appraisal systems within the Hamilton Board
   - reviewed research literature on evaluation and appraisal
   - collected appraisal documents from several Boards
   - met with representatives of Home & School and Parent Groups

4. After lengthy debate, which included feedback from various subcommittees, the umbrella committee produced a Performance Appraisal System that integrates five components. (Appendix A)

5. The proposed policy statement for trustee approval will be the basis for implementation of the Performance Appraisal System as outlined in the Administrative Detail. (Appendix A - page 6) and Action Plan (Appendix B)

ISSUE

To approve the Performance Appraisal System Policy.

RECOMMENDATIONS

1. That the Performance Appraisal System Policy document be approved. (Appendix A)
2. That the Performance Appraisal System Action Plan be approved. (Appendix B)
3. That the Performance Appraisal System Steering Committee align the applicable components with the Ontario College of Teachers policy when it becomes available.
4. That the Performance Appraisal System be reviewed in December 1999.

RATIONALE

1. The Performance Appraisal System will function within the context of the core beliefs of the organization.

   - The Performance Appraisal System will link improved organizational performance with a planned and systematic approach to the growth and development of all employees.

   - The Performance Appraisal System is one of the organization's accountability tools. It outlines clear lines of reporting and supervision for all roles within the system. Employees and supervisors must know and be able to carry out the expectations of their role. Supervisors will be accountable for the quality of the performance appraisals they create with their staffs.

   - The Performance Appraisal System will provide data to senior and elected officials which tracks overall levels of performance and growth in the system.

   - The Performance Appraisal System will be based on standards of performance. Each employee needs to understand the standards of performance of the job and be aware of her/his own level of performance in relation to those standards.

   - The Performance Appraisal System will create an environment where the supervisor and employee can meet to discuss performance standards, share job related matters and work together to achieve individual as well as organizational goals.

   - The Performance Appraisal System will provide the evaluation process which allows for individual growth, succession planning, improvement and, where necessary, termination of service.

2. The successful implementation of the Performance Appraisal System requires an organized, systematic approach. The Action Plan enables all employees to identify and practice the new knowledge, skills and attitudes required to carry out their roles within the appraisal system.

3. The College of Teachers is expected to produce the "standards of performance" for teachers, principals and supervisory officials by September 1996. Alignment of the Performance Appraisal System with the Provincial Standards will be necessary.

4. The review will enable the Hamilton Board to systematically view the initial intended outcomes of the Performance Appraisal System with actual individual and organizational growth and development.

APPENDIX A

PERFORMANCE APPRAISAL SYSTEM

POLICY DOCUMENT

June 1995

TABLE OF CONTENTS

THE PERFORMANCE APPRAISAL SYSTEM

POLICY:

It is the policy of the Hamilton Board of Education to appraise performance of all employees through regular supervision, monitored growth plans and formal evaluation.

RATIONALE:

The purpose of the Performance Appraisal System is to develop and maintain acceptable standards of performance as well as promote growth in the employee. The system supports individual growth and personal development by means of a collaborative approach throughout the model. The essence of the system is to foster excellence and acknowledge the employee's effectiveness and worth to the organization. As well, the system provides the means to constructively assist an employee in improving performance when and where necessary.

GUIDING PRINCIPLES:

The Hamilton Board of Education's Performance Appraisal System has been developed using the following principles:

- must be fair, with clear, consistent expectations
- functions within an atmosphere of trust and open communication
- provides support and encouragement for all participants
- acknowledges and values the uniqueness of each individual
  - by recognizing excellence
  - by identifying areas for growth, and
  - by developing leadership potential
- includes planning for growth and development as an ongoing process in which the individual and the organization have a shared responsibility for success
- has measurable outcomes related to System goals for which the individual and the organization are accountable
- measures levels of competence

OBJECTIVES:

The Performance Appraisal System builds commitment and trust among employees through the achievement of the following objectives:

- develop clearly defined job criteria;
- establish acceptable and measurable standards of performance;
- ensure effective communication between supervisors and employees regarding the employees' performance;
- provide data for decisions regarding individual career planning;
- establish a growth plan to better equip the employees to meet organizational and personal goals for the future;
- ensure documentation of performance in the event that corrective action is required.

The outcome of the Performance Appraisal System is an ongoing learning process. It should be a co-operative and collaborative process that stretches people to produce creative solutions to situations. It is most successful when people are actively involved in decision making, planning and learning. This can occur only in a supportive, non-threatening environment.

THE PERFORMANCE APPRAISAL SYSTEM MODEL:

This model must be used in partnership with respective Collective Agreements.

The Performance Appraisal System integrates five components. The model begins with the PERFORMANCE EVALUATION component. As a result of the PERFORMANCE EVALUATION, an employee will participate in one of four subsequent components: a Growth Plan, a Leadership Plan, an Improvement Plan, or Under Review. The Performance Appraisal cycle is completed when a subsequent PERFORMANCE EVALUATION is initiated.

THE PERFORMANCE EVALUATION COMPONENT

- PERFORMANCE EVALUATION is a formal process which measures an employee's performance using a set of predetermined standards consistent with the goals of the organization.
- The PERFORMANCE EVALUATION component answers the question: "Are you doing your job successfully?".
- The purpose of the PERFORMANCE EVALUATION component is to promote employee growth, effectiveness and accountability.
- PERFORMANCE EVALUATION follows a prescribed procedure and is documented by the supervisor. The document is placed in the On-site Personnel File.
- An employee is in the Performance EVALUATION component:
  - at least once every five years,
  - at the discretion of the supervisor,
  - during a probationary period, or
  - when requested by the individual.

THE GROWTH PLAN COMPONENT

- A GROWTH PLAN is a written statement of the planned and co-operative learning process.
- The negotiated GROWTH PLAN component is annually reviewed by the employee and supervisor.
- The written GROWTH PLAN may evolve from PERFORMANCE EVALUATION feedback, the School/Department Plan, and/or self-selected learning from the employee's job.
- The written GROWTH PLAN is filed in the On-site Personnel File until the year end review. The supervisor returns the GROWTH PLAN to the employee. The employee may choose to have the document placed in the On-site Personnel File.

THE LEADERSHIP PLAN COMPONENT

- The LEADERSHIP PLAN is a planned and co-operative learning process for the purpose of potential advancement.
- An employee self-selects the LEADERSHIP PLAN component when aspiring to leadership positions.
- The LEADERSHIP PLAN may evolve from PERFORMANCE EVALUATION feedback and identified leadership competencies.
- The written LEADERSHIP PLAN is filed in the On-site Personnel File until the year end review. After the review the supervisor returns the LEADERSHIP PLAN to the employee. The employee may choose to have the document placed in the On-site Personnel File.

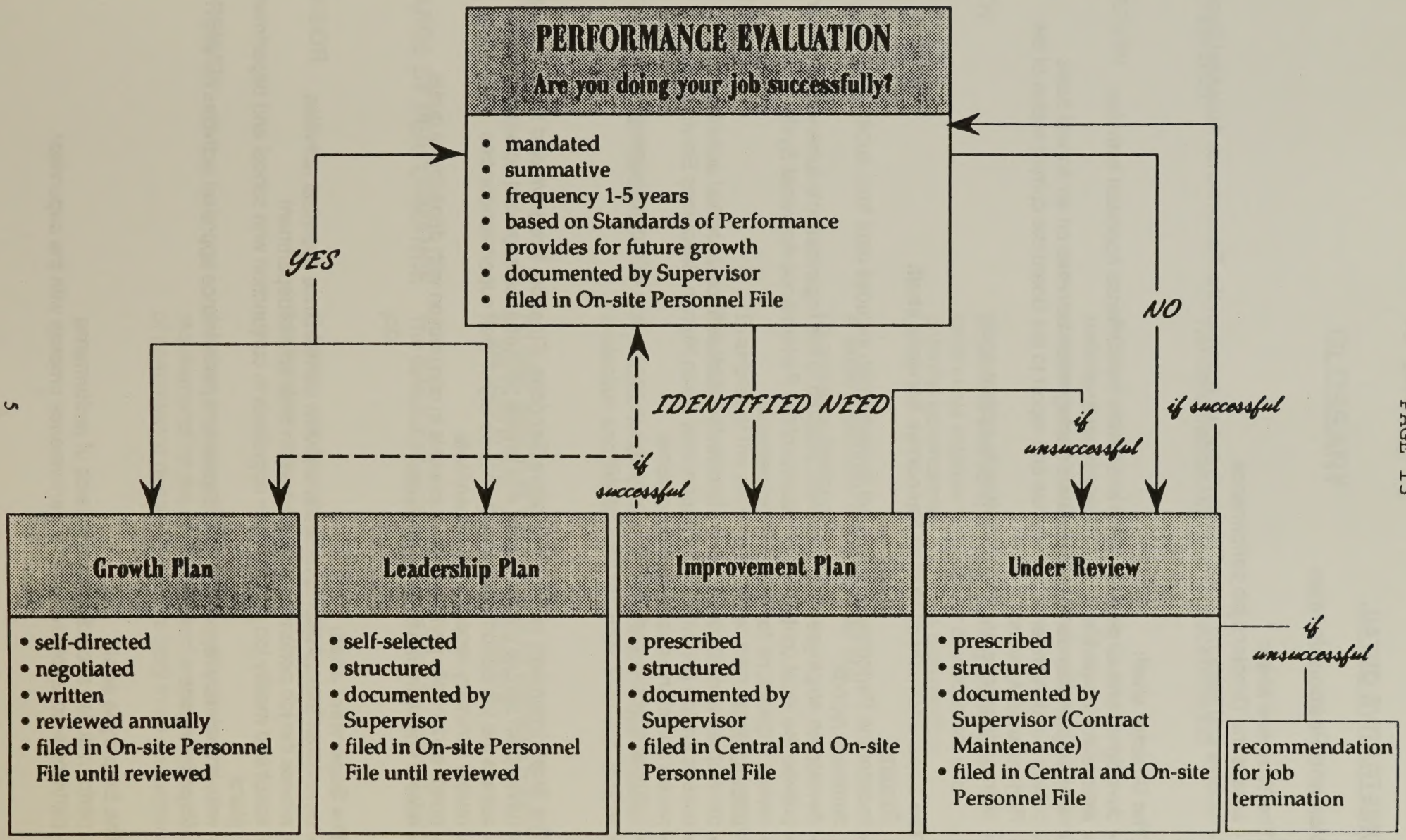
THE IMPROVEMENT PLAN COMPONENT

- The IMPROVEMENT PLAN is a written statement of the planned and co-operative learning process for employees who are experiencing difficulties in performance as identified through PERFORMANCE EVALUATION.
- The IMPROVEMENT PLAN component provides assistance to an employee with identified performance needs.
- It results in a summative report based on the plan developed by the employee and supervisor. This document is placed in the Central and On-site Personnel Files.

THE UNDER REVIEW COMPONENT

- UNDER REVIEW is a formal process which specifies procedures and expectations of the supervisor and employee as a result of performance deemed unsatisfactory in a PERFORMANCE EVALUATION.
- An employee is in the UNDER REVIEW component when competence is such that performance must improve or the employment contract will be terminated.
- The UNDER REVIEW component has very specific timelines and procedures which ensure due process and meet legal requirements.
- The document is placed in the Central and On-site Personnel Files.

HAMILTON PERFORMANCE APPRAISAL SYSTEM — FULL IMPLEMENTATION



Note: In any given year, all employees will participate in one of the above processes.

ADMINISTRATIVE DETAIL

I. Roles and Responsibilities

1. The Trustees shall:
- assess the Director's job performance
- receive and respond to the Director's annual report on the Performance Appraisal System

2. The Director shall:
- develop an annual plan to record and review performance appraisal activities
- assess the job performance of Superintendents
- review Superintendents' performance management activities on an annual basis
- collate Superintendents' summaries and report to the Board the current status of the Performance Appraisal System
- align performance appraisal activities to system goals

3. The Superintendent of Human Resources Services shall:

System
- monitor the Performance Appraisal System which includes data from superintendents' summary reports
- develop an employee in-service plan, adapted to the organization's current priorities and goals
- provide the legal context for all aspects of the Performance Appraisal System
- review implications for collective agreements

Departmental
- develop an annual plan to record and review performance appraisal activities
- assess the job performance of supervisors within Human Resources Services
- review summary reports from supervisors
- adapt and modify performance appraisals in conjunction with department goals
- write a summary report for the Director

4. The Superintendent of Administrative Services, Finance, Program and Schools shall:
- develop an annual plan to record and review performance appraisal activities
- assess the job performance of supervisors within their superintendencies
- review summary reports from supervisors
- adapt and modify performance appraisals in conjunction with department goals
- write a summary report for the Director

5. The Supervisor shall:
- develop an annual plan to record and review performance appraisal activities
- assess the job performance of staff within their school/department
- adapt and modify job performance appraisals in conjunction with school and department plans
- write a summary report of school/department performance appraisal activities for the Superintendent

6. The Employee shall:
- perform duties according to standards of performance
- participate collaboratively in the performance process with the supervisor

GLOSSARY

COMPETENCIES	The demonstrated abilities to perform the job.
EVALUATION	A formal process which measures an employee's performance using a set of predetermined and clear standards consistent with the goals of the organization.
GROWTH	A planned and co-operative learning process for continuous improvement, career development and potential advancement within the organization.
GROWTH PLAN	A written statement of the planned and co-operative learning process.
INDICATORS	Examples of the performance that help people recognize the standard when they see it.
PERFORMANCE APPRAISAL	A process which includes the systematic supervision, evaluation and the personal growth of the individual.
STANDARD	An ideal, serving as a worthy goal for everyone -- even if at this point in time, some cannot reach it.
STANDARDS OF PERFORMANCE	The established range of expectations for carrying out the job.
SUPERVISOR	A person who has direct responsibility for the job performance of an employee.
UNDER REVIEW	A formal process which specifies procedures and requirements for the supervisor and employee as a result of performance deemed unsatisfactory in an evaluation.

COMMITTEE MEMBERSHIP

Umbrella Committee

J. McCaughey, Staff Development/Chair
G. Rappolt, Principal
K. Browne, Administrative Assistant
R. Binns, Superintendent, Human Resources Services
S. Scarrow, Human Resources Services Liaison
E. Riis-Culver, Home & School Representative
J. Lindsay, Principal
J. Forbeck, Principal
J. Moffat, Manager/Trainer, Caretaking Services
R. Zajczenko, Human Resources Services Liaison
L. Newkirk, Home & School Representative
L. Tindall, Vice-Principal
E. Bond, Superintendent, Program
M. Bottrell, Site Leader
K. Dubecki, Human Resources Services Liaison
L. Henschel, Secretary, Human Resources
D. Thomsen-Griffin, Secretary, Human Resources
M. Quinn, Superintendent of Schools
M. Stewart, Vice-Principal
S. Thompson, Assistant Superintendent of Schools
H. Blushke, Supervisor, Maintenance
M. Abraham, Human Resources Services Liaison
N. Nicholls, Superintendent of Schools
J. Sims, Vice-Principal
F. Cooke, Assistant Superintendent, Program
J. Bell, Assistant, Staff Development
M. Avery, Human Resources Services Liaison
P. Shewfelt, Superintendent of Finance and Treasurer
B. Haverty, Vice-Principal
R. Leedale, Principal
J. Morse, Principal
J. Bishop, Trustee
H. Sims, Human Resources Services Liaison
S. Mawson, Human Resources Services Liaison

Principal/Vice-Principal

Nancy Nicholls, Superintendent of Schools
Barb Jepson, Elementary School Principal
Ken Drake, Elementary School Principal
Jim Ruddle, Secondary School Principal
Liz Shuttleworth, Secondary School Vice-Principal
Murray Quinn, Superintendent of Schools
Anne Puusepp, Elementary School Principal
Jim Lindsay, Elementary School Principal
Dave Hutton, Secondary School Vice-Principal
Andy Robertson / Joan Morse, Secondary School Principal

Secondary Head of Department

Gail Rappolt, Principal/Chair
Paul Murphy, Principal
Don Ferries, Department Head
Darlene McFadden-Hart, Assistant Department Head
Linda Woolfrey-Cooper, Vice-Principal
Dave Morrison, Department Head

Elementary Teachers

Marilyn Stewart, Vice-Principal/Chair
Jack Diverty, Principal
David LaCombe, Principal
Bruce Mair, Principal
Brenda Mohoruk, Principal
Dave Staples, Principal
Doug Booth, Principal
Hal Hillgren, Teacher
Marilyn Legault, Teacher
Wanda McLaren, Principal
Sharon O'Halloran, W.T.A. President

Secondary Teachers

Jon Sims, Vice-Principal/Chair
Karin Eckart, Department Head
John Whitwell, Department Head
Paul Murphy, Principal
Brian Radke, O.S.S.T.F. Observer
Susan Little, Teacher
Terry Ducarme, Co-ordinator
Bill MacPherson, Department Head
Bud Knowles, Principal
Nancy Nicholls, Superintendent of Schools
Diane Merriam, Teacher
Clement Bonin, Principal

Co-ordinators/Consultants/P.S.S.P.

Elizabeth Bond, Superintendent, Program/Chair
Frank Cooke, Assistant Superintendent, Program

Managers/Secretarial (Non-Union)

Paul Shewfelt, Superintendent, Finance/Chair
Judith Bell, Human Resources Services Liaison
Moira Donaldson, Administrative Assistant
Sharon Marshall, Accounting Supervisor
Ruth Millar, Minutes, Section Leader
Trish Fulton, Principal
Marilyn Abraham, H.R.S. Liaison
Colleen Hycz, Training Supervisor
Geoff Maslen, Site Leader
Kathy Watters, Vice-Principal
Gerry Cooper, Administrative Assistant

Secondary Secretarial & Technical

Kevan Browne, Administrative Assistant/Chair
Mary Middlemiss, Administrative Assistant
Kathy Faulkner, Attendance Secretary
Roberta Zajczenko, H.R.S. Liaison
Marilyn Heritage, Library Technician
Jim Wilson, Vice-Principal
Jackie Rainey, Senior Secretary

Educational Assistants

Lauren Tindall, Vice-Principal, Chair
Jane Golding, O.P.E.I.U. Representative
Sylvia Scarrow, H.R.S. Liaison
Susan Crawford, O.P.E.I.U. Representative
Robert Russ, Vice-Principal
Rosemary Marcotte, Teacher

Education Centre & Elementary School Secretarial and Technical

Barb Haverty, Vice-Principal/Chair
Bev Wilson, O.C.T.U. Representative
Tom Costello, Equipment Repair Technician
Shirley Morley, Secretary
Roberta Zajczenko, H.R.S. Liaison
Mary Davis, Secretary
Lois Morin, Secretary
Vivian DiLabbio, Buyer Clerk
Ruth VanHorne, H.R.S. Liaison

Caretakers & Cleaners/Maintenance

Jim Lindsay, Principal/Chair
Hubert Blushke, Supervisor, Maintenance
Susan Mawson, H.R.S. Liaison
John Moffat, Manager/Trainer, Caretaking Services
Mark Bottrell, Site Leader

Lunchtime/Bus Supervisors

John Forbeck, Principal/Chair
Sally Featherstone, Lunchtime Supervisor
Linda Jones, Transportation Department
Marian Avery, H.R.S. Liaison
Andree Pearson, Lunchtime Supervisor
Gail Christmas, Transportation Department

HAMILTON SECONDARY SCHOOLS
NOTIFICATION OF SALARY CHANGE
(Based on Improved Qualifications)

_____
Date

Superintendent of Human Resources,
c/o Edel Twaddle, Employee Relations Analyst
The Board of Education for the City of Hamilton,
100 Main Street West, 4th Floor
Hamilton, Ontario,
L8N 3L1

Dear Sir:

This is to advise you that, in order to qualify for a higher salary category,

I, _____, have applied to the Provincial Office of the
Name

Ontario Secondary School Teachers' Federation for a move from Category_____

to Category _____ on the basis of the following qualifications:

I understand that:

1. This NOTIFICATION OF SALARY CHANGE form is to be forwarded to the Superintendent of Human Resources at the same time the application for a higher category is made by the teacher to the Provincial Office of the O.S.S.T.F. (Prior to October 1).

2. For teachers submitting improved qualifications based on courses completed before August 31, this NOTIFICATION OF SALARY CHANGE form will enable the teacher to qualify for retroactivity back to September 1, providing that the O.S.S.T.F. certification rating statement is registered with the Board within two weeks of the teacher receiving the statement and the statement is registered before December 31.

3. Teachers submitting improved qualifications based on courses completed after August 31, or for teachers whose effective date of employment is other than September 1, any change in grid salary as a result of an improved category placement will be effective the first day of the month following registration of the O.S.S.T.F. certification rating statement.

NOTE: WHEN SUBMITTING YOUR NEW O.S.S.T.F. GROUP RATING STATEMENT, IF YOU HAVE RECEIVED A NEW ONTARIO TEACHER RECORD CARD, PLEASE SEND A COPY OF THAT DOCUMENT TOO.

_____
Signature

_____
Principal's Signature Date

_____
School

APPENDIX C

Appendix C contains two examples of draft instruments. Copies of other specific employee group instruments are available for Trustee perusal. These may be obtained from Kath Dubecki (PROFID KDUBECKI, ext. 2218).

Performance Appraisal ACTION PLAN

What needs to be done? (Areas of Focus/Emphasis)	What are the intended outcomes?	How will we know we have achieved the outcomes? (Indicators)	How will we do it? (Strategies)	Resources (Human & Material)	Who's responsible?	Timeline
Board approval of Performance Appraisal System (PAS)	• Trustees understand and support the PAS initiative.	• Trustees will vote in favour of policy. • Trustees will highlight the policy's intent with community and employees.	• Awareness session conducted in co-ordination with May P&O meeting which addresses: - policy statement - roles and responsibilities - implementation plan for 95-96 • Present PAS policy document to June P&O.	• Proposed PAS document • members of PAS Umbrella Committee	R. Binns R. Binns/ J. McCaughey	Awareness session — May 11 June 8
PAS Awareness Sessions for all employees	• All employees will understand the PAS policy with regards to - policy statement - guiding principles - roles and responsibilities - expectations - implmentation plan - in-service plans.	• Employees identify their specific learning requirements for successful implementation. • Employees generate current practice that corresponds to the PAS model.	• Provide in-service sessions for all employee groups.	• Umbrella Committee personnel • Key representatives of designated groups (i.e. Federations, Unions) • Resource documents for PAS	PAS Steering Committee PAS Sub-Committees	Sept. - Oct. 1995
Development and implementation of staff development plan (Stage 1)	• Provision of a co-ordinated, systematic staff development plan for all employee groups with initial emphasis on the supervisor role. • In-service sessions offered both formally and informally to all employees.	• An organized, systematic plan is produced. • Plan will be vetted by the key employee groups. • Participants give constructive feedback to the "learning sessions" as well as exhibiting measurable growth in the sessions.	• Capture identified needs from the Awareness sessions. • Design and develop learning modules to address needs, eg.: (i) Provide scheduled generic PAS sessions for the system (ii) Provide in-service sessions to specific groups upon request.	• Learning needs from awareness sessions • PAS Steering Committee • Len Popp	PAS Steering Committee (chair)	Oct. 95 - Dec. 95 (Supervisors) Nov. 95 - May 96 (Generic and/ or specific group in-service)

Performance Appraisal ACTION PLAN

What needs to be done? (Areas of Focus/Emphasis)	What are the intended outcomes?	How will we know we have achieved the outcomes? (Indicators)	How will we do it? (Strategies)	Resources (Human & Material)	Who's responsible?	Timeline
Phase I — Implementation	• HR will implement a cross-matrix sampling of PAS. • Supervisors will commit to 2-3 Performance Evaluations during the Fall term. • Initial feedback received on PAS. (Specific attention focussed on the appropriateness of instruments and managibility of the process).	• Supervisors commit to 2-3 Performance Evaluations from a variety of roles. • Matrix sampling feedback received from system supervisors and employees.	• Provide PAS matrix samples to system supervisors. • Offer orientation/information sessions for supervisors and include PAS feedback forms. • Offer Trustee focus group for orientation/information and include PAS feedback forms.	• Various roles • Performance Evaluation forms instruments	PAS Steering Committee	Nov. 95 - Mar. 96
Phase I — Review	• Matrix sampling data indicates the critical areas which require modification. • Modifications are incorporated into the PAS document.	• Data creates specific PAS areas to be fine tuned. • PAS document incorporates revisions.	• Review team: (a) analyses data (b) restructured materials and inservice (c) validates revisions with affected groups (d) produces modified PAS policy. • Revisions presented to Trustees.	• Matrix sampling material • PAS review team (including research and lists) • Len Popp, Brock University	PAS Steering Committee (chair)	April 96 - May 96
Staff Development Plan — alterations	• System personnel integrate new PAS learnings	• Personnel can state and institute "new learnings". • Supervisors portfolios convey growth within particular abilities.	• Incorporate "new learnings" into the system staff development plan.	• PAS Steering Committee • Staff development plan	• PAS Steering Committee • HR Resource Personnel	May 96

Performance Appraisal ACTION PLAN

What needs to be done? (Areas of Focus/Emphasis)	What are the intended outcomes?	How will we know we have achieved the outcomes? (Indicators)	How will we do it? (Strategies)	Resources (Human & Material)	Who's responsible?	Timeline
Communication Brochure for Parents and Community	• A PAS pamphlet available to parents and community outlining the highlights of the appraisal system.	• Parents/Community will receive PAS brochure. • Parents/Community discuss brochure at events such as Parent's night and community meetings.	• Small writing team will develop brochure which addresses - policy statement - roles and responsibilities - answers to common questions asked about PAS.	• Policy document • Comments/questions from Parents' and Trustees' sessions.	Writing team to include parent and community rep. from Steering Committee	Feb. 96
Establish a system PAS program monitoring	• System receives status reports on the overall Performance Appraisal system.	• Senior officials can report specific information from PAS tracking	• HR along with Admin. Services will develop PAS tracking program.	• HR/Admin. Services personnel	Superintendent of HR	Sept. 96
Phase II — Implementation	• All system personnel are involved with one of the five PAS components.	• All board employees will have one of the PAS component records filed in the On-site File.	• Supervisors will designate to staff which component (Performance Evaluation, Growth Plan or Leadership Plan) they will develop. • PAS resource documents • Supervisors			Sept. 96

HAMILTON BOARD OF EDUCATION

PERFORMANCE APPRAISAL SYSTEM DOCUMENT for ELEMENTARY SCHOOL TEACHERS

DRAFT
MAY 1995

CRITERIA AND STANDARDS OF PERFORMANCE for ELEMENTARY SCHOOL TEACHERS

CRITERIA		STANDARD OF PERFORMANCE
1 KNOWLEDGE	1.1 Knowledge of the learner	This responsibility is met when the teacher demonstrates competency in teaching, to meet the needs of the learner.
	1.2 Knowledge of the program	This responsibility is met when the teacher demonstrates an understanding of current Board/school policies and procedures.
	1.3 Knowledge of the organization	This responsbility is met when the teacher demonstrates familiarity with Ministry requirements, Board/school policies and procedures.
2 SKILLS	2.1 Skills in class management	This responsibility is met when the teacher establishes management procedures that provide for optimal learning, and a safe environment.
	2.2 Skills in planning/ preparation	This responsibility is met when the teacher's preparation for instruction ensures the progress of the learner, within the context of the Teaching-Learning Cycle.
	2.3 Skills in communication	This responsibility is met when the teacher demonstrates the ability to communicate effectively with students, colleagues, parents, and members of the community.
	2.4 Skills in techniques of instruction	This responsibility is met when the teacher demonstrates instructional techniques which maximize the learning opportunities and personal growth for all learners.
	2.5 Skills in assessment and evaluation	This responsibility is met when the teacher demonstrates the use of a variety of assessment instruments to formulate a continuous process of evaluation.
3 PROFESSIONAL CONDUCT	3.1 Professional growth	This responsibility is met when the teacher takes ownership of professional growth and development; knowledge and skills gained are applied for the benefit of instruction.
	3.2 System/school/team goals	This responsibility is met when the teacher implements team, school and system goals/routines in carrying out assigned duties.
	3.3 Professionalism	This responsibility is met when the teacher demonstrates a spirit of co-operation and professionalism.

ELEMENTARY TEACHER PERFORMANCE APPRAISAL

TEACHER'S NAME		PRESENT SCHOOL/LOCATION	
GRADE/SUBJECTS TAUGHT			
PRE-VISIT CONFERENCE DATE PAS PROCESS REVIEWED ☐	CLASSROOM VISIT DATE(S)	POST-CONFERENCE DATE	WRITTEN REPORT DATE

CRITERIA: KNOWLEDGE

1.1 KNOWLEDGE OF THE LEARNER

STANDARD OF PERFORMANCE:	POSSIBLE INDICATORS
This responsibility is met when the teacher demonstrates competency in teaching, to meet the needs of the learner. ☐ Exceeds Expectations ☐ Meets Expectations ☐ Meets Minimum Expectations ☐ Does Not Meet Minimum Expectations	*Demonstrates knowledge of the developmental stages and characteristics of the learner
	*Demonstrates knowledge of the impact of societal issues and educational trends of the learner
	*Develops student profiles, including social, academic, emotional and physical data
	*Models effective strategies for management of information
	*Identifies strengths and needs of learners, both individually and collectively

OBSERVATIONS:

1.2 KNOWLEDGE OF THE PROGRAM

STANDARD OF PERFORMANCE: This responsibility is met when the teacher demonstrates an understanding of current Board/Ministry documents.	POSSIBLE INDICATORS
☐ Exceeds Expectations	*Uses appropriate Board/Ministry documents to plan programs
☐ Meets Expectations	*Organizes and integrates curriculum into broad areas of study
☐ Meets Minimum Expectations	*Adapts program and teaching strategies to reflect the changing needs of the learner
☐ Does Not Meet Expectations	*Delivers program that is free of bias and reflects the diversity of our Canadian society

OBSERVATIONS:

1.3 KNOWLEDGE OF THE ORGANIZATION

STANDARD OF PERFORMANCE:	POSSIBLE INDICATORS
This responsibility is met when the teacher demonstrates familiarity with Ministry requirements, Board/school policies and procedures. ☐ **Exceeds Expectations** ☐ **Meets Expectations** ☐ **Meets Minimum Expectations** ☐ **Does Not Meet Minimum Expectations**	*Demonstrates an understanding of the duties and responsibilities of teachers as outlined in the Education Act, regulations and legal statutes *Demonstrates a knowledge of current Board, school and division directions *Implements Board/school policies and procedures

OBSERVATIONS:

CRITERIA: SKILLS

2.1 SKILLS IN CLASS MANAGEMENT

STANDARD OF PERFORMANCE:

This responsibility is met when the teacher establishes management procedures that provide for optimal learning, and a safe environment.

- ☐ **Exceeds Expectations**
- ☐ **Meets Expectations**
- ☐ **Meets Minimum Expectations**
- ☐ **Does Not Meet Minimum Expectations**

POSSIBLE INDICATORS
*Demonstrates effective planning and organization
*Establishes appropriate routines
*Communicates the expectations and consequences for conduct as identified through the school discipline code
*Encourages respect for the rights, opinions, property and contributions of others
*Demonstrates consistency and fairness
*Uses appropriate materials and resources
*Generates a stimulating atmosphere, characterized by interest, industry and self-control
*Maintains safe, healthy conditions, and promotes safety practices in accordance with health and safety regulations and the Safe School Policy

OBSERVATIONS:

2.2 SKILLS IN PLANNING/PREPARATION

STANDARD OF PERFORMANCE:

This responsibility is met when the teacher's preparation for instruction ensures the progress of the learner, within the context of the Teaching-Learning Cycle.

- ☐ **Exceeds Expectations**
- ☐ **Meets Expectations**
- ☐ **Meets Minimum Expectations**
- ☐ **Does Not Meet Expectations**

POSSIBLE INDICATORS
*Prepares, organizes and uses daily, short and long term plans, consistent with Board/Ministry documents
*Plans with others to share knowledge and resources, to integrate curriculum and to capitalize on a variety of instructional strategies
*Incorporates learning outcomes in planning and preparation
*Organizes instructional time effectively
*Collects and prepares necessary teaching materials and equipment prior to instructional time
*Utilizes the D.A.R.T. process to address the needs of the learner
*Plans to meet individual learning styles, including appropriate program modification
*Provides for regular assessment of student achievement, as part of planning and preparation
*Incorporates ongoing program review as per the RDI model

OBSERVATIONS:

2.3 SKILLS IN COMMUNICATION

STANDARD OF PERFORMANCE:

This responsibility is met when the teacher demonstrates the ability to communicate effectively with students, colleagues, parents, and members of the community.

- ☐ **Exceeds Expectations**
- ☐ **Meets Expectations**
- ☐ **Meets Minimum Expectations**
- ☐ **Does Not Meet Expectations**

POSSIBLE INDICATORS
*Models the correct and appropriate use of oral and written language, in the language of instruction
*Ensures instruction is stimulating and motivational
*Communicates to address diverse learning styles
*Provides clear directions and expectations for assigned work
*Generates learner responses which demonstrate learning outcomes
*Summarizes and clarifies concepts
*Indicates through the content and tone of the teacher's communication, a concern for the learner's self-esteem
*Demonstrates active listening skills
*Communicates openly with the administration, staff, parents and students

OBSERVATIONS:

2.4 SKILLS IN TECHNIQUES OF INSTRUCTION

STANDARD OF PERFORMANCE:

This responsibility is met when the teacher demonstrates instructional techniques which maximize the learning opportunities and personal growth for all learners.

- ☐ **Exceeds Expectations**
- ☐ **Meets Expectations**
- ☐ **Meets Minimum Expectations**
- ☐ **Does Not Meet Expectations**

POSSIBLE INDICATORS
*Demonstrates a variety of teaching methods and strategies to motivate and maintain student interest
*Utilizes technological, media and human resources to meet the identified strengths and needs of the learner
*Utilizes a variety of methods to develop criitcal thinkers, decision makers and problem solvers
*Includes experiences outside the classroom to enhance learning
*Devises opportunities to encourage learners to experience, communicate, reflect, interact, and self-evaluate during the learning process
*Encourages learners to express divergent points of view, originality and creativity
*Designs guided practice directly related to learning outcomes
*Provides opportunities for learners to develop a view of life as an integrated whole, in which events, people, processes and ideas are related

OBSERVATIONS:

2.5 SKILLS IN ASSESSMENT AND EVALUATION

STANDARD OF PERFORMANCE:

This responsibility is met when the teacher demonstrates the use of a variety of assessment instruments to formulate a continuous process of evaluation.

- ☐ **Exceeds Expectations**
- ☐ **Meets Expectations**
- ☐ **Meets Minimum Expectations**
- ☐ **Does Not Meet Expectations**

POSSIBLE INDICATORS
*Uses assessment and evaluation information to design, implement and revise program
*Assesses and evaluates student learning outcomes, interests and needs, within the context of the Teaching-Learning Cycle
*Bases assessment on an understanding of the various stages of child development
*Matches assessment to both learning outcomes and individual learner needs
*Collects assessments in a variety of settings
*Demonstrates ongoing and accurate tracking of student progress, including assessments that are diagnostic, formative and summative
*Reports to parents in a clear, objective, non-biased and timely manner

OBSERVATIONS:

3.2 SYSTEM/ SCHOOL/ TEAM GOALS

STANDARD OF PERFORMANCE:	POSSIBLE INDICATORS
This responsibility is met when the teacher implements team, school and system goals/routines in carrying out assigned duties. ☐ **Exceeds Expectations** ☐ **Meets Expectations** ☐ **Meets Minimum Expectations** ☐ **Does Not Meet Minimum Expectations**	*Demonstrates ongoing support of identified goals and routines to parents, students and staff members *Problem solves with colleagues to implement team, school and system goals/routines

OBSERVATIONS:

CRITERIA: PROFESSIONAL CONDUCT

3.1 PROFESSIONAL GROWTH

STANDARD OF PERFORMANCE:	POSSIBLE INDICATORS
This responsibility is met when the teacher takes ownership of professional growth and development; knowledge and skills gained are applied for the benefit of instruction.	*Develops an ongoing professional growth plan
☐ **Exceeds Expectations**	*Participates in opportunities for professional growth, and applies acquired learnings for the benefit of instruction
☐ **Meets Expectations**	*Responds constructively to professional assistance
☐ **Meets Minimum Expectations**	*Co-operates with colleagues in grade, division, team, school and system efforts to improve instruction
☐ **Does Not Meet Expectations**	

OBSERVATIONS:

3.3 PROFESSIONALISM

STANDARD OF PERFORMANCE:

This responsibility is met when the teacher demonstrates a spirit of co-operation and professionalism.

- ☐ **Exceeds Expectations**
- ☐ **Meets Expectations**
- ☐ **Meets Minimum Expectations**
- ☐ **Does Not Meet Expectations**

POSSIBLE INDICATORS
*Exhibits professional behaviours towards colleagues, students and parents
*Displays willingness to share ideas and methods of instruction with colleagues
*Demonstrates a respect for and interest in students, parents and colleagues as individuals
*Demonstrates a willingness to modify program to meet the needs of all students
*Assumes responsibilities outside the classroom as related to the school plan and system directions
*Works with teaching and non-teaching staff members in establishing and maintaining a positive and collaborative atmosphere
*Participates in school/system/community/Federation activities

OBSERVATIONS:

PERFORMANCE APPRAISAL SUMMARY

STANDARD OF PERFORMANCE	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	MEETS MINIMUM EXPECTATIONS	DOES NOT MEET EXPECTATIONS
1.1 Knowledge of the learner				
1.2 Knowledge of the program				
1.3 Knowledge of the organization				
2.1 Skills in class management				
2.2 Skills in planning/preparation				
2.3 Skills in communication				
2.4 Skills in techniques of instruction				
2.5 Skills in assessment and evaluation				
3.1 Professional growth				
3.2 System/school/team goals				
3.3 Professionalism				

EXCEEDS EXPECTATIONS
Performance goes significantly beyond job expectations. Assignments and responsibilites are accomplished at the highest possible level.

MEETS EXPECTATIONS
Performance meets all expectations for the criteria. Performance demonstrates what is expected of a skilled, experienced employee.

MEETS MINIMUM EXPECTATIONS
Performance meets the minimum expectations for the criteria. Growth is recommended.

DOES NOT MEET MINIMUM EXPECTATIONS
Performance fails to meet the minimum expectations. Improvement is imperative.

SUMMARY REPORT

GROWTH PLAN	LEADERSHIP PLAN	IMPROVEMENT PLAN	UNDER REVIEW
☐	☐	☐	☐

TEACHER'S COMMENTS

TEACHER'S SIGNATURE (HAVING RECEIVED AND READ REPORT)	DATE OF TEACHER'S SIGNATURE
EVALUATOR'S SIGNATURE AND POSITION	PAGE OF

DISTRIBUTION: COPY 1 - TEACHER COPY 2 - ON-SITE FILE

COPIES TO HUMAN RESOURCE FILE FOR IMPROVEMENT PLAN AND UNDER REVIEW ONLY

ANTICIPATED "DRAFT" PROCESS - MAY '95
ELEMENTARY TEACHER PERFORMANCE APPRAISAL

1. **Introduction by the administrator** of the evaluation process and the new Elementary Teacher Performance Appraisal document to staff in the **Fall term** or prior to any evaluations being conducted.

2. **Pre-Conference** with the administrator + the teacher to set observation date(s), purpose of observation and area(s) of focus.

3. **Classroom Observation(s). {this is just <u>one</u> possible form of data collection}**

4. **Post-Conference** with the administrator + the teacher must be **scheduled within 48 hours** of the last classroom visit. (**to occur no later than 5 working days** after the last classroom visit)

5. **Written Report** to be presented for the signature of the teacher **within 10 working days** of the Post-Conference. At this point, a decision to be made re: future direction i.e. Growth Plan, Improvement Plan, Leadership Plan.

6. **Leadership or Growth Plan**: to be shared with the administrator and **filed in the On Site file within one month** of the date of the Written Report.

7. **Improvement Plan**: to be developed with the administrator **within one month** of the date of the Written Report.

8. Under Review Process: as **will be outlined in the revised version** of ST-3 guidelines.

<u>Suggested</u> **"DRAFT" Guidelines**
<u>For Use Of The Elementary Teacher Performance Appraisal Document</u>

*** in order to provide clear guidelines for teachers and administrators, a checklist tool outlining the three Criteria areas for Elementary Teacher Evaluation ==> Knowledge, Skills and Professional Conduct have been added to the existing written report forms**

* **for each Performance Appraisal** ==> all Standards of Performance (11) must be checked off on the checklists BUT for the Written Summary Report, only the specific number of Standards of Performance agreed to at the Pre-Conference as focus areas, will be addressed

* **focus areas** must include a **minimum** of:
==> 1 Standard of Performance from the KNOWLEDGE criteria
==> 2 Standards of Performance from the SKILLS criteria
==> 1 Standard of Performance from the PROFESSIONAL CONDUCT criteria

PERFORMANCE APPRAISAL SUMMARY at the end of the evaluation document will facilitate determination of future direction i.e. Growth Plan, Leadership Plan, Improvement Plan, etc.
Meets Expectations: In all Standards of Performance = **Growth Plan**
Meets Minimum Expectations: In one Standard of Performance =**Focus Area for Growth Plan**
Does Not Meet Minimum Expectations: In one Standard of Performance = **Improvement Plan**

Hamilton Board of Education

PERFORMANCE APPRAISAL REPORT

O.S.S.T.F. - OFFICE, CLERICAL AND TECHNICAL UNIT

DRAFT
MAY 1995

PERFORMANCE APPRAISAL REPORT O.S.S.T.F. - Office, Clerical and Technical Unit

EMPLOYEE_____ DATE_____ SUPERVISOR_____

STANDARDS OF PERFORMANCE	Does Not Meet Expectations	Meets Minimum Expectations	Meets All Expectations	Exceeds Expectations
KNOWLEDGE OF THE POSITION / DEPARTMENT /SCHOOL Demonstrates knowledge of job requirements and Department/ school routines.	Shows little awareness of job requirements and operational procedures of the Department/ school. Shows limited knowledge of strategies needed to accomplish job duties.	Understands major job practices and Department / school procedures. Is able to follow directions relating to job tasks.	Demonstrates good understanding of all job requirements and Department / school procedures.	Thoroughly understands the relationship between job responsibilities and the rest of the Department / school. Uses this knowledge to benefit both areas.
	Comments:			
KNOWLEDGE OF SYSTEM POLICIES AND PROCEDURES Demonstrates knowledge of system policies and procedures related to the position.	Has difficulty understanding and implementing system policies and procedures that impact on the position.	Uses appropriate forms to accomplish tasks relating to policies and procedures. Knows who to contact and asks questions to clarify policies and procedures.	Has a good understanding of policies and procedures relating to the position and shares this information with others.	Has a broader range of system knowledge relating to policies and procedures, beyond those relating to the position.
	Comments:			
SKILLS IN TECHNICAL ABILITY Demonstrates effective skills in performing the technical aspects of the position.	Makes minimal use of current technology to accomplish job duties. Unable to handle the equipment or to maintain the accuracy or output required. Quality of work is poor.	Uses technical equipment to perform basic job requirements and maintain adequate accuracy, level of output and quality of work.	Uses technical equipment to produce high quality work with good accuracy and level of output. Adapts to changes in technology.	Uses technical equipment to its fullest potential. Uses new technology with ease. Trains others in the use of new technology. Able to detect and solve a technical problem.
	Comments:			

STANDARDS OF PERFORMANCE	Does Not Meet Expectations	Meets Minimum Expectations	Meets All Expectations	Exceeds Expectations
SKILLS IN COMMUNICATION Demonstrates the ability to communicate effectively.	Has difficulty transmitting ideas in oral / written form so that the information is understood by others. Communication style can be abrupt or inaccurate. Has difficulty listening for information or instructions.	Communicates ideas in oral and written form so that they are understood by others. Listens and responds to others appropriately.	Communicates ideas effectiv ely and clearly in oral and written form. Is tactful and diplomatic when interacting with others. Demonstrates active listening skills.	Communicates well formulated ideas clearly and concisely in oral and written form. Demonstrates superior skills in all aspects of communication.
	Comments:			
SKILLS IN PLANNING AND ORGANIZATION Demonstrates the ability to plan for and organize job duties.	Requires much guidance to organize and maintain materials, accomplish job duties and meet deadlines. Has difficulty focusing on the task.	Tasks and materials are maintained in an organized manner. Attempt is made to meet deadlines. Is able to focus on the task.	Plans time, materials and work to meet deadlines and goals.	Demonstrates excellent organization of materials, time and work to meet priorities and goals. Supports others by sharing planning and organizational skills.
	Comments:			
SKILLS IN DECISION MAKING Demonstrates the ability to make decisions.	Shows little independence in making decisions and solving problems. Requires frequent direction and clarification from others.	Recognizes a problem exists and can gather information and seek assistance to help in the solution.	Collaborates with others to gather information, exchange ideas and discuss solutions in problem solving and decision making.	Is aware of and consistently uses the steps in problem solving:analyzes the problem, gathers data, seeks input from others, exchanges ideas, analyzes possible solutions and makes the appropriate decision.
	Comments:			

STANDARDS PERFORMANCE	Does Not Meet Expectations	Meets Minimum Expectations	Meets All Expectations	Exceeds Expectations
PROFESSIONAL ATTITUDE Demonstrates skills in working collaboratively with others.	Demonstrates inappropriate behaviour towards others in words or actions. Unwilling to work with others to accomplish tasks. Does not demonstrate confidentiality.	Demonstrates positive behaviour towards others in words and actions. Works with others to accomplish specific tasks. Demonstrates confidentiality.	Maintains a high level of confidentiality, interaction and teamwork with others. Responds positively to the ideas and concerns of others in a variety of situations.	Works consistently with others to establish and maintain a positive and collaborative atmosphere in the school / department.
	Comments:			
PROFESSIONAL GROWTH Demonstrates the willingness to participate in opportunities for professional growth.	Shows little awareness of the need for participation in professional growth and training.	Recognizes areas in need of improvement or targeted for growth , and accepts assistance and suggestions in these areas. Participates in job related training	Shows ongoing motivation to set goals, plan for and particip0ate in professional training and growth opportunities related to the position.	Encourages, coaches or trains colleagues in their professional growth. Participates in growth opportunities that extend beyond the position.
	Comments:			

EMPLOYEE COMMENTS:

EVALUATION DATES: INITIAL CONFERENCE_____ REPORT_____ FEEDBACK_____

PROCEED TO:

- ☐ GROWTH PLAN
- ☐ IMPROVEMENT PLAN
- ☐ LEADERSHIP PLAN
- ☐ UNDER REVIEW

EMPLOYEE SIGNATURE (indicates only having read and received the report)

_____

SUPERVISOR SIGNATURE

_____

1995 06 12

TO: Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

FROM: Donald W. Goodridge
Director of Education and Secretary

RE: Management of Corporate Development

BACKGROUND:

The Board has indicated interest in the development of corporate revenues and resources in achieving two core objectives: to enrich and maintain programs, services and activities for our students; and to provide new revenues for the Board given the significant loss of revenues at both the local and provincial levels.

Consequently, reports on Revenue Generation and the Corporate Sponsorship Policy were presented at the Operations and Finance Committee, 1995 05 09. These Reports were referred back to officials for information. Trustees raised key issues, such as:

* the need to consider the hiring of an outside organization for fundraising;
* the merits of the creation of a position during a period of downsizing;
* the need to review the creation of the position of Corporate Officer through the Personnel and Organization Committee.

As a result of these directions as well as recent community attention regarding the issue of corporate sponsorship and its relationship to children in the classroom, further consideration has been given to specifics, such as: responsibility for corporate "fundraising"; guidelines and policies for corporate sponsorship; the relationship between corporate sponsorship and revenue generation as a system-wide priority; and the need for a long-term strategic approach to corporate sponsorship, within the Board.

Other issues considered, include:

* the need to use and maximize existing resources during a period of downsizing;
* the changing nature of corporate giving and resulting realities of managing this function;
* the utilization of the Hamilton Foundation (of the Board of Education for the City of Hamilton) which has been incorporated to receive, maintain and manage funds and other such donations for the benefit of the Board of Education for the City of Hamilton.

Recent Trends in Corporate Giving and Possible Implications

Corporate giving (sponsorship and donations) is changing. In essence, this change involves a shift from donations that may have been more short-term and unrelated to corporate business needs, toward a newer model that is referred to as strategic corporate philanthropy.

A recent publication of the Canadian Centre for Philanthropy has defined this trend. Says the Centre: "The new concept is strategic philanthropy: contributions and support that meet community needs, but which are focused and defined by business objectives." Burk & Associates Ltd., a leader in fundraising and corporate sponsorship professional development also defines corporate sponsorship as "a marketing-oriented contracted partnership between a corporation and a not-for-profit organization."

The reality of this trend is that corporate fundraising for our Board, or for any other organization, will involve strategic thinking, long-term planning, and securing and maintenance of long-term corporate partnerships (sponsorships) that meet corporate business needs while **ensuring that our Board directly serves student needs within the legal and moral responsibilities we assume**.

Clearly, there is a sensitive and critical line between corporate partnerships that allow us to enrich and maintain programs and services for students and the sort of corporate alliances which concern parents, public and the media.

As a recent Hamilton Spectator article (1995 05 09) highlighted, there is a community concern about the kind of corporate sponsorship that brings "blatant advertising into schools."

For this reason, it is prudent for the Board to develop and manage corporate resources (financial, human, material and service) in a manner that sets out clear parameters and puts student needs as well as our legal and moral responsibilities at the centre of corporate sponsorships.

Within this context, then, **corporate development is not a matter of simple fundraising, but more an extension of our building of long-term relationships** and support with our community and external agencies. Corporate development can be seen as having a natural link to other current activities, such as public relations and marketing functions, which build relationships with the community, promote the strengths and needs of the system, cultivate partnerships, and increase support for public education.

Corporate fundraising experts also point out that this function will involve long-term direction, organization and management by internal staff, **even if supported by an outside organization**. There are long-term management responsibilities associated with this direction in addition to the need for Board officials to assume responsibility for ensuring that partnerships are managed within existing organizational priorities, policies and procedures. Burk and Associates Ltd., in a publication entitled, *Corporate Sponsorship for Non Profit Organizations* note these factors about corporate fundraising:

* It must be staff driven.
* It can take 6 months or longer to bring about a new partnership.
* Every sponsor must be serviced (over the long term) -- this goes beyond donor recognition.
* Only half the negotiations initiated by the potential sponsor come to fruition; far fewer when you make the first move.

ISSUE:

To determine trustee support for management of Corporate Development through existing staff.

RECOMMENDATIONS:

1. That leadership and responsibility for corporate development be established through the Director's Office through the re-alignment of job responsibilities and duties and the re-deployment of the existing staff complement.

2. That responsibility for corporate development be assigned to the Public Relations Officer and that the position be re-named the Manager of Public Relations and Corporate Development with key functions as described in Appendix A.

3. That the Manager of Public Relations and Corporate Development present a Corporate Development Plan and Policy to the September 1995 Meeting of the Operations and Finance Committee, following the Corporate Development Objectives and Guidelines listed in Appendix B.

RATIONALE:

The position of Manager of Public Relations and Corporate Development would have a unique knowledge and understanding of the needs, priorities, resources, policies and procedures of the Board, which an outside organization would not possess. This knowledge would allow our Board to move forward with this organizational priority and would allow our Board to fulfil these responsibilities in a seamless fashion.

Leadership and management of Corporate Development through the Director's Office will ensure that corporate sponsorships are managed in a manner that:

* develops long-term corporate relationships, meeting the business needs of the corporation while ensuring the Board's focus on student needs and the legal and moral responsibilities we assume;
* links with current and emerging organizational goals and priorities;
* maximizes current staff and organizational resources (such as natural links with public relations functions and resources).

The Corporate Development Objectives and Guiding Principles will ensure that corporate sponsorships are developed in a long-term and strategic manner, bringing new resources to our Board through a process that has clear parameters and puts student needs and our responsibilities for students, first.

APPENDIX A

PROPOSED MANAGEMENT FUNCTIONS FOR CORPORATE DEVELOPMENT

Manager of Public Relations and Corporate Development

Key Functions:

* Continued responsibility for the management of the public relations function, including public relations planning at the system level through implementation of the Board's Public Relations Plan and Policy.

(New)

*Responsibility for corporate development planning and management, including:

- securing corporate resources that meet student needs as well as creating new revenues for the Board;

- identification of key needs of schools and the system as related to the development of corporate sponsorship units;

- design of a corporate development plan with regular updates to Board;

- co-ordination of corporate sponsorships from approval through to implementation and continued maintenance of partnerships;

- development of a marketing strategy and identification of resources required to support corporate development;

* Provides direction and guidance to Trustees, Senior Management, and schools on matters related to corporate sponsorship.

Appendix B

Corporate Development Objectives and Guiding Principles

Objectives:

* To secure corporate resources (financial, service and material) that will meet the needs of our students, staff, and school system as well as creating new revenues for the Board.

* To develop these corporate partnerships at both the system and school levels.

Guiding Principles

* To manage corporate revenues in a manner that builds long-term partnerships between the Board (or schools) and corporations, creating mutual goals and understanding of the needs of our students.

* To establish corporate sponsorships that are consist with the Board's goal to serve students. This includes the legal and moral responsibilities which the Board assumes as well as the policies and procedures which govern our operations.

* To establish corporate sponsorships that function at the highest level of community expectations for public education and enhance delivery of programs and services to students.

* To identify key areas of need within schools and our system as a whole and to organize these needs or activities into units for sponsorship purposes.

* To co-ordinate and administer corporate sponsorships through the Hamilton Foundation for the Board of Education for the City of Hamilton, which has been incorporated to receive, maintain and manage funds and other such donations for the benefit of the Board.

Corporate Development Plan

This plan should include:

* A strategy and timelines for developing corporate sponsorships, such as criteria for identifying potential partners, identifying target areas for sponsorship based on school and system needs, competitive analysis, identification of potential sponsorship and organization of duties and activities.

* An organization of existing needs in the system into corporate development units for sponsorship purposes, with each unit enhanced by but not dependent upon the existence of the other. (For example, units might include, literacy programs, social skill programs, athletics, integration of technology etc.)

* A marketing strategy and budget to support the above objectives, including support materials that will be required for corporate proposals.

Education Centre
100 Main Street West
Hamilton, Ontario
1995 06 12

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. ***PROBATIONARY STAFF APPOINTMENTS*** - Nil

2. ***PERMANENT STAFF APPOINTMENTS*** - Nil

3. ***PROMOTIONS*** - Nil

4. ***INTERNAL APPOINTMENTS*** - Nil

5. ***TIMETABLE CHANGES*** - Nil

6. ***RETIREMENTS***

(a) That the resignation of Margaret Kidd for the purpose of retirement from the positon of Cleaner (Cleaning Staff), effective 1995 06 30, be accepted with regret and that the Board's gratuity be paid.

7. ***LEAVING EMPLOYMENT***

(a) That the date, 1995 06 09, for Lou DiNardo, Cleaner (Cleaning Staff) to leave the employ of the Board be approved.

8. ***LEAVES***

Leave of Absence

(a) That the requests of the following staff for Leaves of Absence, effective as shown, be granted:

Joyce Ferguson (Payroll Supervisor, Administrative Staff), 1995 06 05 to 1995 12 08
Kerry Fliss (Secretary, Clerical & Technical Staff), 1995 05 15 to 1995 10 27
Carolyn Konrad-Giesbrecht (Secretary, Clerical & Technical Staff), 1995 04 25 to 1995 06 13
Susan Mawson (Employment Officer, Administrative Staff), 1995 06 01 to 1995 09 27
Ingrid Scott (Head Librarian, Administrative Staff), 1995 07 10 to 1996 03 08

Leave Extension

(a) That the request of Beverley J. Wilson (Secretary, Clerical & Technical Staff) for an extension of a leave of absence, effective 1995 07 01 to 1996 06 30, be granted.

Return from Leaves of Absence

(a) That the following staff be returned from a Leave of Absence, effective as shown:

Valerie Elliott (Secretary, Clerical and Technical Staff), 1995 06 05

9. OTHERS - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUAL						1994 ACTUALS						1995 ACTUALS							1994
	1988	1989	1990	1991	1992	1993	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG		BUDGET
Admin & Support Staff	470.64	492.54	493.54	486.71	452.66	449.66	437.36	435.46	434.46	436.46	432.46	432.46	432.46	432.46	432.46					434.86
Co-ordinators/Consultants	75.67	75.67	74.67	65.67	60.00	59.00	47.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00					46.00
Teachers - Elementary	1,499.45	1,593.15	1,629.35	1,660.75	1,657.60	1,637.75	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,581.15	1,581.15					1,569.95
Secondary - Composite	757.50	795.00	841.00	850.67	861.33	839.67	802.33	802.67	802.67	802.67	802.67	799.67	799.67	799.67	799.67					781.67
- Vocational	160.07	146.00	116.67	107.67	100.67	87.00	70.00	70.00	70.00	70.00	70.00	67.33	67.33	67.33	67.33					84.00
- Vanier	33.00	34.00	33.50	34.00	35.00	36.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00					37.00
Elementary TR	26.00	24.00	20.00	16.00	14.00	13.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00					13.00
Secondary TR	8.00	7.00	9.67	14.67	15.33	12.67	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00					13.33
Lunchroom - Elementary	102.90	115.10	112.30	118.50	82.86	85.25	64.86	64.86	65.32	65.32	65.32	65.32	71.14	71.14	71.14					85.25
- Secondary	7.00	7.00	7.00	7.00	7.36	7.64	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50					7.64
- Vocational	3.10	2.60	2.14	2.00	2.00	1.71	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07					1.71
Bus Supervisors	14.40	16.50	17.68	16.71	15.86	17.14	16.86	16.86	16.86	16.86	17.15	17.15	17.15	17.15	17.15					17.14
Educational Assistants	172.00	216.50	221.50	223.50	250.50	232.17	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67					231.17
Lunchroom Assistants	6.00	6.43	6.56	6.56	7.12	4.12	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70					4.12
Ctkrs/Maint/Whs/Asbestos	217.00	218.00	220.00	219.00	214.00	213.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00					209.00
Cleaners/Cooks	340.00	347.00	351.00	360.00	347.00	313.00	306.00	304.00	304.00	304.00	304.00	304.00	302.00	301.00	301.00					309.00
Recoverable-Tchrs/Other	34.92	33.92	41.25	41.75	41.05	37.55	37.15	37.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15					34.55
- Consultants	0.33	0.33	0.33	0.33																
- Clerical			0.50																	
- Educ Assist	1.00	1.00				4.33	4.33	4.33	4.33	4.33	3.33	3.33	3.33	3.33	3.33					4.33
- Admin							0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50					0.50
Full Time Equiv. Positions	3,928.98	4,131.74	4,198.66	4,231.49	4,164.34	4,050.66	3,876.98	3,872.42	3,873.88	3,875.88	3,871.17	3,865.50	3,869.32	3,868.82	3,868.82					3,884.22
Number Of Employees			4,805	4861	4,829	4,706	4,446	4,445	4,449	4,451	4,447	4,444	4,482	4,481	4,481					4,540
Lunchroom Enrolment	14,000 est	15,000 est	15,571	16,618	17,432	18,003	18,707	18,707	18,707	18,707	18,707	18,707	18,707	18,707	18,707					18,000
Enrolment - Elementary	* 25,007	* 25,474	* 25,811	*26,111	*26,387	*26,685	*27,084	27,098	27,106	27,093	27,065	27,027	27,034	27,039	27,008					**26,905
- Sec Composite	*12,213	*12,354	*12,707	*12,328	*13,001	*11.529	*12,158	11,812	11,527	11,367	11,250	11,476	11,185	10,967	10,783					**12,647
- Sec Vocational	* 1,598	* 1,453	* 1,189	*950	*1,037	*771	*736	688	666	635	597	664	624	609	572					**915
- Sec Vanier	* 407	* 400	* 399	*382	*465	*464	*480	475	468	469	463	470	460	454	449					**489
- T. R.	* 210	* 193	* 178	*160	*167	*164	*157	157	157	159	158	157	158	157	158					**160
- TOTAL	* 39,435	* 39,874	* 40,284	*39,931	*41,057	*39,613	*40,615	40,230	39,924	39,723	39,533	39,794	39,461	39,226	38,970					**41,116

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources June 1, 1995

REPORT OF SUPPLY TEACHER USAGE - APRIL 30, 1995

SECONDARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	16.0	249.5	10.0	9.5	4.5	0.5		17.0	291.0	301.5	47,133	48,747	95,880
FEBRUARY	19.0	26.5	454.5	9.0	5.5	3.0		1.0	41.5	514.5	398.5	62,286	55,230	117,516
MARCH	18.0	36.0	412.0	30.0	6.0	15.0		2.0	38.0	503.0	294.5	52,456	63,503	115,959
APRIL	18.0	42.0	243.5	8.0	16.0	15.5		2.0	31.5	316.5	379.0	40,216	55,983	96,199
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		120.5	1359.5	57.0	37.0	38.0	0.5	5.0	128.0	1625.0	1373.5	202,091	223,463	425,554
% Of Total			83.7	3.5	2.3	2.3	0.0	0.3	7.9					

ELEMENTARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	23.5	1343.0	13.0	2.0	36.5	47.0	9.5	51.5	1502.5	1503.5	207,695	155,755	363,450
FEBRUARY	20.0	40.5	1407.5	17.0	5.0	28.5	83.0	7.5	15.0	1563.5	1642.0	204,754	211,856	416,610
MARCH	16.0	30.0	992.5	3.0	5.0	40.5	80.5	9.5	44.5	1175.5	937.0	148,050	137,941	285,991
APRIL	18.0	50.0	1237.5	6.0	7.0	33.0	80.5	4.0	22.0	1390.0	1723.5	147,790	134,615	282,405
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		144.0	4980.5	39.0	19.0	138.5	291.0	30.5	133.0	5631.5	5806.0	708,289	640,167	1,348,456
% Of Total			88.4	0.7	0.3	2.5	5.2	0.5	2.4					

REPORT OF SUPPLY TEACHER USAGE - APRIL 30, 1995

SECONDARY & ELEMENTARY														
MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense	1995 % Spent
JANUARY	39.5	1592.5	23.0	11.5	41.0	47.5	9.5	68.5	1793.5	1805.0	254,828	204,502	459,330	
FEBRUARY	67.0	1862.0	26.0	10.5	31.5	83.0	8.5	56.5	2078.0	2040.5	267,040	267,086	534,126	
MARCH	66.0	1404.5	33.0	11.0	55.5	80.5	11.5	82.5	1678.5	1231.5	200,506	201,444	401,950	
APRIL	92.0	1481.0	14.0	23.0	48.5	80.5	6.0	53.5	1706.5	2102.5	188,006	190,598	378,604	
MAY														
JUNE														
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS	264.5	6340.0	96.0	56.0	176.5	291.5	35.5	261.0	7256.5	7179.5	910,380	863,630	1,774,010	68.9
% Of Total		87.4	1.3	0.8	2.4	4.0	0.5	3.6						

1995 BUDGET
$2,574,000

1995 06 12

TO: Chairman and Members
Personnel and Organization Committee
Education Centre

FROM: Rick Binns, Superintendent of Human Resources

RE: Change Your Future Program

REPORT: Decision

BACKGROUND

The implementation of the Change Your Future Program has proven extremely successful within our Board since it was introduced in September of 1993. Both Sir Allan MacNab Secondary School and the Program Counsellor were recipients of awards by the Mayor's Committee Against Racism and Discrimination this past year. Plans are underway to expand the program to other secondary schools in the 1995-96 school year.

ISSUE

Due to the success of our program, the Ontario Anti-Racism Secretariat, Ministry of Citizenship is contributing $28,000 towards the Change Your Future Counsellor's salary and benefits for the 1995-96 school year. The remaining $12,000 necessary for operating the program, will be provided by Levi Strauss, our corporate sponsor. Their support for the coming year brings their total financial support of the program to $21,000.

RECOMMENDATION

- that the Change Your Future Program continue for the 1995-96 school year

RATIONALE

- outside funding for the program is available
- the program has proven successful
- the Board's commitment as stated in our Anti-Racism and Ethnocultural Equity implementation plan will be assured

Prepared by: Irene Sushko, Equity Coordinator

TO: *The Chairman and Members of the Personnel and Organization Committee*

FROM: *Rick Binns*
Superintendent, Human Resources

William V. Urie
Coordinator, Occupational Health & Safety

RE: *ANNUAL REPORT*
OCCUPATIONAL HEALTH & SAFETY

REPORT CLASSIFICATION: INFORMATION

BACKGROUND:

* An Annual Report on the Occupational Health and Safety Program is to be presented to the Board in June of each year.

Please review the attached Appendices

Appendix A Accident Statistics
Appendix B Overview of Accident Statistics (1994)
Appendix C Summary of the Occupation Health and Safety Program
Appendix D New Occupational Health and Safety Initiatives/challenges for 1994
Appendix E Occupational Health and Safety Policy

It is recognized that a safe work place will promote an environment conducive for learning

* The Board (Trustees) as well as Senior Management are accountable for Occupational Health and Safety for employees. This report provides an overview only.

* The Board has been moving proactively in the area of Occupational Health and Safety

* An Annual Report on the Occupational Health and Safety Program is to be presented to the Board in June of each year.

ISSUE:

To provide information on our current WCB experience and Occupational Health and Safety Program.

RECOMMENDATION:

1) That this report be received for information.

APPENDIX A

SAFETY ANNUAL REPORT
ACCIDENT STATISTICS

	1992	1993	1994	MARCH 1995	MARCH 1994
INCIDENTS					
Lost Time	203	152	159	41	48
Medical Aid	211	204	233	55	78
WCB ASSESSMENT					
Assessment	$960,000	$988,000	$1,145,886	$1,240,000 1995 Estimate	
Actual Cost	$1,280,000	$849,802	$524,367		
ALL ACCIDENTS BY MAJOR OCCUPATION					
			*	*	*
Teachers-Secondary	50	45	32	5	12
Teachers-Elementary	227	210	84	24	31
Education Assistant	82	100	30	7	10
Caretaker(Firemen)	101	133	60	15	16
Cleaners	130	146	92	28	23
Lunchroom Supervisor	51	60	21	4	8
Maintenance	12	10	8	1	1
ACCIDENT TYPE					
Cuts/Bruise	61	58	19	1	1
Student Aggression	52	77	20	0	4
Slips/Falls	272	281	102	2	9
Struck By	143	126	52	3	1
Strains	183	191	89	10	11
Struck against/Contact	63	79	35	3	1
BY BODY PARTS					
Leg	160	236	99	4	6
Back	210	233	129	6	12
Hand	144	205	84	3	6
Arm	121	168	88	4	9
Shoulder	82	100	55	3	6
Head	81	90	36	3	1
Foot	50	85	27	2	1
BY LOCATION					
Classroom	215	264	119	11	11
Portables	4	15	7	0	0
Halls	135	114	65	1	4
Stairs	53	70	36	3	0
Parking Lot	31	32	23	1	3
Outside Walkways	38	28	18	0	1
Playgrounds	68	78	30	1	1
School Trip	19	24	5	0	0
Gym	50	55	29	1	4

*** Does not include First Aid incidents**

APPENDIX B

OVERVIEW OF ACCIDENT STATISTICS

INCIDENTS

* 1994 had a slight increase in lost time injuries compared to 1993.
* lost time injuries to date (March 1995) **41** are lower than the same time in 1994
* First Aid statistics are not available at this time

WORKERS' COMPENSATION BOARD (WCB) ASSESSMENT

* 1994 actual WCB assessment was $1,145,886.36
* 1994 actual WCB cost experience improved dramatically (54.3 %) as a result of increased WCB claim management and a proactive return to modified work strategy.
* WCB Assessment Increases
  1994 - 0.55 to 0.62 per $100/payroll (increase 12.7%)
  1995 - 0.62 to 0.68 per $100/payroll (increase 10%)

ACCIDENTS BY MAJOR OCCUPATION

* Teachers - Elementary (1994) 84 total incidents
  Full time employees - 1580

lost time	- 23	slip/fall	- 35
health care	- 61	struck by	- 10
		student aggression	- 4
		strains	- 11

* Cleaners (1994) 92 total incidents
  Full time employees - 302

lost time	- 52	slip/fall	- 18
health care	- 40	struck by	- 15
		struck against	- 13
		cuts/bruises	- 4
		strains	- 41

* Student Aggression

1993		1994	
health care	- 11	health care	- 16
lost time	- 4	lost time	- 3

  - slight increase over 1993
  - staff more aware and are now reporting
  - issue being monitored by Staff and Supervisors (Principals)

APPENDIX C

MAJOR COMPONENTS OF THE OCCUPATIONAL HEALTH AND SAFETY PROGRAM

STAFF: ***Coordinator Occupational Health and Safety***
Safety Technician
Safety Clerk (WCB)

Total employees 4,481
Number of work sites 113

Coordination and resource to the School Joint Health and Safety Committee and the Plant Joint Health and Safety Committee

School Joint Health And Safety Committee (SJHSC)

- worker co-chair: **Dianne Vickers**, Tweedsmuir
- management co-chair: **Bill Ferris**, Parkview

Plant Joint Health And Safety Committee (PJHSC)

- worker co-chair: **Howard McMillan**, Sir Isaac Brock
- management co-chair: **Pat Gillie**, Education Centre

Coordination, training and monitoring of School inspections conducted by the Joint Health and Safety Committee(s)

Workplace Hazard Materials Information System (WHMIS) compliance as it relates to training of all staff, maintaining school WHMIS binders (Material Safety Data Sheets) and preparation of workplace labels.

Assist in the Orientation of all new staff, including supply and casual staff in General Safety, Asbestos and WHMIS. The coordination of regular staff training in the areas of ladders and scaffold, first aid etc.

Conduct Workplace testing and assessment in the areas of indoor air quality, asbestos air monitoring and use of chemicals and substances.

Respond to requests for assistance from schools in relation to emergencies, ie. student or staff health and/or safety concerns.

Conduct workplace accident investigations where necessary.

Administer WCB claims, which includes accuracy, clarification, acountability and monitoring.

Initiate and facilitate a return to modified work if appropriate for those workers on WCB through the assistance and initiative of the Employment Services Representative.

APPENDIX D

NEW OCCUPATIONAL HEALTH AND SAFETY INITIATIVES/CHALLENGES FOR 1995

* School Boards are now included in the WCB NEER, experience rating program.

* Ministry of Labour proposed legislation relating to Generic Substances.

* Revised Firstaid regulations being developed by the Workplace Agency.

* Need to establish an Emergency Preparedness Procedure in conjuction with our Municipal partners.

* WCB review as it relates to a possible application for a move from schedule I status to schedule II. Schedule II status will allow this board to utilize any WCB savings.

* The Coordinator, Occupational Health and Safety, represents this Board on the Hamilton Safety Council. At this time the coordinator is **president** for a two year term. Two major accomplishments of the Hamilton Safety Council has been the sponsorship of the recent **Heroes program** and support given to the **Kidestrian program** which has gained national recognition and acceptance. Both programs impact significantly on the safety of children.

APPENDIX E

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON
LE CONSEIL DE L'ÉDUCATION DE LA VILLE DE HAMILTON

Occupational Health and Safety Program

INTRODUCTION

The Board is committed to establish programs for the protection of staff from injury and occupational diseases in the workplace.

POLICY

The Hamilton Board of Education shall provide a safe and healthy environment for all people in Board-owned facilities in accordance with the Occupational Health and Safety Act.

ACCOUNTABILITY

Board of Trustees, management and staff will be accountable as defined in the Occupational Health and Safety Act.

All staff are responsible for and will be held accountable for working safely.

All persons employed or contracted by the Board shall comply with the safe work practices and procedures established by the Board.

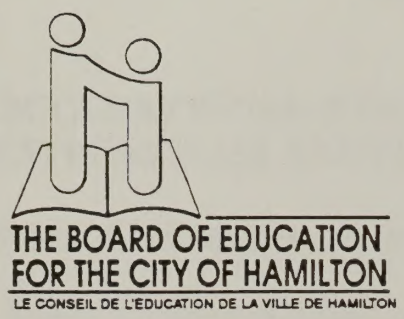
CHAIRMAN OF THE BOARD
ROBERT STEWART

DIRECTOR OF EDUCATION
DONALD W. GOODRIDGE

95 - 02 - 01

DATE

If you have any questions about safe work practices and procedures in your work area, contact your supervisor or call the Occupational Health and Safety Coordinator, **527-5092, ext. 2246.**



Programme «Santé et sécurité au travail»

INTRODUCTION

Le Conseil s'engage à mettre en oeuvre des programmes visant la protection du personnel contre les blessures et les maladies professionnelles au lieu de travail.

POLITIQUE

Le Conseil de l'éducation de la ville de Hamilton offre un milieu sain et sécuritaire pour tout le personnel à son emploi dans les installations dont il est le propriétaire, conformément à la *Loi sur la santé et la sécurité au travail.*

RESPONSABILITÉS

Les conseillères et les conseillers scolaires, les cadres et le personnel ont l'obligation de rendre des comptes conformément à la *Loi sur la santé et la sécurité au travail.*

La responsabilité de travailler en sécurité et de rendre des comptes incombe à chaque membre du personnel.

Le personnel à l'emploi du Conseil et les entrepreneurs sous contrat doivent adhérer à la procédure et aux pratiques de sécurité mises en oeuvre par le Conseil.

PRÉSIDENT DU CONSEIL
ROBERT STEWART

DIRECTEUR DE L'ÉDUCATION
DONALD W. GOODRIDGE

95 - 02 - 01

DATE

Pour de plus amples renseignements à propos de la procédure et des pratiques de sécurité, veuillez appeler au bureau de la santé et la sécurité au travail au **527-5092, poste 2246.**

Education Centre
100 Main Street West
Hamilton, Ontario
1995 06 12

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS - Nil

2. PERMANENT STAFF APPOINTMENTS

(a) That the following teachers be reappointed to the Permanent Staff effective 1995 09 01 (2/3), with salary according to the salary schedule:

Tracey Austin (S)
Terrence Beaupre (S)
Robert Bukvic (S)
Gordon Cillis (S)
Bruce Cooke (S)
Angelo Costanzo (S)
Leslie Cramer (S)
Jyoti DeHaan (S)
Sandra Della Maestra (S)
Rita DiCenzo (S)
Caryl Durst (S)
Elysia Dywan (S)
Jeannine Falasca (S)
Kathryne Foster (S)
Richard Gallo (S)
Denise Hagger (S)
Lucy Jane Hannaford (S)
Jean Hughes (S)
Katherine Joynt (S)
Janice Kovar (S)
Victoria Kudrenski (S)
Melinda Lula (S)
Jeffrey Mackness (S)
Joan Massey (S)
Deborah McAlpine (S)
Patricia McEachren (S)
Darlene McIlveen (S)
Mark Miculan (S)
Heather Moffat (S)
Kathleen Morris (S)
Louise Morrisey (S)
Donald Orsi (S)
Maria Persichini (S)
Heinz Plessl (S)
Delores Ruff (S)
Jody Shaboluk (S)
Anne Simpson (S)
Linda Smith (S)
Mark Spera (S)
Robert Spree (S)
Pauline Stavnitzky (S)
Tara Tandan (S)
Steven Toth (S)
Beata Vertes (S)
Michelle Visca (S)
Darlene Wall (S)
Radia Younes (S)

47 Secondary Teachers (2/3 Timetables)

3. *PROMOTIONS*

(a) That the following teachers be appointed to the positions stated, effective 1995 09 01, with salary according to the salary schedule:

Douglas Holmes (S), Acting Head of Department (Boys' Physical and Health Education)
Wayne Inglehart (S), Acting Assistant Head of Department (Vocational)
Alan Kingston (S), Acting Head of Department (Boys' Physical and Health Education)
Jaye Kyle (S), Acting Head of Department (Boys' Physical and Health Education)
Stephen Potter (S), Acting Assistant Head of Department (Technical Education)
Ward Shipman (S), Acting Head of Department (Visual Arts)
Jacqueline Sykes (S), Acting Head of Department (Family Studies)
Replacements

(b) That Katherine Faulknor be promoted to the position of Bookstore Secretary (Level 3, Secondary School Clerical & Secretarial Staff), effective 1995 06 19, with salary according to the salary schedule.

4. *INTERNAL APPOINTMENTS* - Nil

5. *TIMETABLE CHANGES* - Nil

6. *RETIREMENTS*

(a) (i) That the resignations of the following teachers for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

David C. Allen (S), 1995 06 30
William A. Cook (S), 1995 06 30
John Lenard Fawcett (S), 1995 06 30
Mary Lou Gitschner (E), 1995 06 30
Margaret J. I. McLeod (S), 1995 06 30
Neville Nunes (S), 1995 06 30
Timothy S. Oikawa (S), 1995 06 30
Faye Smith (S), 1995 09 30

(ii) That the resignation of Paul Kropp (S) for the purpose of retirement, effective 1995 06 30, be accepted with regret.

7. *LEAVING EMPLOYMENT*

(a) That the date of 1995 08 31, for Jane McGall (S) to leave the employ of the Board be approved.

(b) That the date of 1995 06 01, for Terri Whitworth, Educational Assistant (Educational and Lunchroom Assistant Staff) to leave the employ of the Board be approved.

8. LEAVES

Leave of Absence

(a) That the requests of the following teachers for a Leave of Absence, effective as shown, be granted:

Alayne Allan (E), 1995 08 25 to 1996 02 29
Faith Bland (E), 1995 07 01 to 1995 09 04
Gordon Cillis (S), 1995 09 01 to 1996 08 31
Brandi Dermody (E), 1995 06 19 to 1996 02 02
Patricia Jerome (E), 1995 09 01 to 1995 12 31
Margaret Mete (E), 1995 09 20 to 1996 05 21
Lisa A. Reynolds (E), 1995 06 05 to 1996 02 02
Heidemarie M. Rinas (S), 1995 09 18 to 1996 01 12
Joyce Schumacher (E), 1995 09 01 to 1996 08 31
Tara Tandan (S), 1995 09 01 to 1996 08 31
James Warren (S), 1995 09 01 to 1996 08 31

(b) That the requests of the following staff for Leaves of Absence, effective as shown, be granted:

Marjorie Bowker (Secretary, Clerical & Technical Staff), 1995 05 01 to 1995 06 30 (.3)
Jane Jarnevich (Secretary, Secondary School Clerical & Secretarial Staff), 1995 05 23 to 1995 11 17

Leave of Absence - Date Change

(a) That the effective dates of the Leaves of Absence granted to the following teachers at a previous meeting be changed to:

Donna Mulligan (S), 1995 10 04 to 1996 01 31
Nancy Niessen (E), 1995 04 07 to 1995 12 08
Michelyn Putignano (S), 1995 07 01 to 1995 12 31
Pauline Stavnitzky (S), 1995 05 01 to 1995 11 03

Leave Extension

(a) That the requests of the following teachers for an extension of their Leaves of Absence, effective as shown, be granted:

Judith Ambrose (E), 1995 09 01 to 1996 08 31
Janet L. Ross (S), 1995 08 14 to 1996 01 31
Joyce Whittle (E), 1995 09 01 to 1996 08 31

Return from Leave of Absence

(a) That the following teachers be returned from their Leaves of Absence and assigned teaching duties, effective as shown:

Cynthia Grau (E), 1995 06 05
Susan K. Mackrory (E), 1995 09 01
S. Elaine Pilgrim-Susi (E), 1995 09 01

(b) That the following staff be returned from their Leaves of Absence, effective as shown:

Daniel Horne (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 04 24
Barbara Vandyk (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 06 05

9. OTHERS

(a) (i) That the request of Jane Kasprowicz to relinquish her position as Head of Department (Girls' Physical and Health Education), effective 1995 09 01 be granted.

(ii) That the request of Joanne Colman (E) for an overseas exchange with a teacher from Australia for the period 1996 01 01 to 1996 12 31, be approved subject to the condition that a suitable exchange teacher can be arranged through the Foundation for Educator Exchanges.

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

AGENDA

SPECIAL MEETING OF THE

PERSONNEL & ORGANIZATION COMMITTEE

1995 08 31

GENERAL

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

Education Centre
100 Main Street West
Hamilton, Ontario
1995 08 31

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS - Nil

2. PERMANENT STAFF APPOINTMENTS

Confirmation

(a) That Christine Chutko be confirmed in the position of Training Assistant, Technical Services, effective 1995 07 01.

3. PROMOTIONS

(a) That Janice Tomlinson (E) be appointed to the term position of Project Team Leader (coordinator), effective 1995 09 01, with salary according to the salary schedule. The duration of this term is to be determined. **New Position**

(b) That Frances Bradley be promoted to the position of Bookkeeper, (Grade 8, Clerical & Technical Staff), effective 1995 09 01, with salary according to the salary schedule.
Replacement

4. INTERNAL APPOINTMENTS - Nil

5. TIMETABLE CHANGES - Nil

6. RETIREMENTS - Nil

7. LEAVING EMPLOYMENT

(a) That the date, 1995 08 04, for Monica Zylowski, Data Control Clerk II, Technical Services (Clerical & Technical Staff) to leave the employ of the Board be approved.

8. LEAVES - Nil

9. OTHERS - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

Education Centre
100 Main Street West
Hamilton, Ontario
1995 08 31

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) That the following teachers be re-appointed to the Probationary Staff, effective 1995 09 01, with salary according to the salary schedule:

Mark Simpson (E)
Graham Timms (S), 3/6 (F.T. Sem. 1 only)
Replacements
1 Elementary
1 Secondary

2. PERMANENT STAFF APPOINTMENTS

(a) (i) That the following teachers be re-appointed to the Permanent Staff, effective 1995 09 01, with salary according to the salary schedule:

Patricia Adam (E)
Annette Bodo (E)
Lisa Brown (E)
Kawong Chung-Shipman (E)
Jennifer Clayton (E)
Nancy Cooper (E)
Sharon Crechiola (E)
Sandra DiFelice (E)
Mary Elliot (E)
Donna Fortman (E) .5
Cynthia Goodridge (E)
Virginia Hewick (E)
Nancy Hill (E)
Jennifer Holmes-Dzuba (E)
Jennifer Kerr-Dittrich (E)
Replacements
30 Elementary

Sandra Levy (E) .4
Karen McPhee (nee Shewfelt) (E) .5
Dale Obermeyer (E)
Roseli Pietrantonio (E)
Athanasia Psarakis (E)
Nadine Sands (E)
Lisa Savage (E)
Catherine Schnarr (E)
Deborah Smith (E) .5
Elaine Stewart (E) .5
Augustina Sturgess (E) .6
Donna Talbot (E) .5
Kathryn Tuite (E) .5
Kimberley Valletin (E)
Catherine Webster (E) .5

(ii) That the following teachers be re-hired and appointed to the Permanent Staff, effective 1995 09 01, with salary according to the salary schedule:

Angela Middaugh (S), 3/6 (F.T. Sem. 2 only)
Janice Tomlinson (E)
Replacements
1 Elementary
1 Secondary

3. *PROMOTIONS*

(a) (i) That Lillian Somerville (E) be appointed to the position of Elementary School Vice-Principal, on a temporary basis, effective 1995 09 01 to 1995 12 31, with salary according to the salary schedule. **Replacement**

(ii) That Carrie Collins (S) be appointed to the position of Acting Assistant Head of Department (English), effective 1995 09 01, with salary according to the salary schedule. **Replacement**

4. *INTERNAL APPOINTMENTS* - Nil

5. *TIMETABLE CHANGES*

(a) (i) That the following timetable changes be approved, effective as shown, with salary according to the salary schedule:

Ann Baker (E), .7 to 1.0, 1995 09 01 to 1996 08 31
Rita Bertoldi (E), .5 to .8, 1995 09 01 to 1996 08 31
Trevor Chiasson (E), .5 to 1.0, 1995 09 05 to 1996 03 01
Philip Conklin (E), .5 to 1.0, 1995 09 01 to 1996 08 31
Elizabeth D'Angelo (E), .7 to .8, 1995 09 01 to 1996 08 31
Dianne Danko (E), .5 to 1.0, 1995 09 01 to 1996 08 31
Ghislaine Dean (S), 3/6 to 5/6, (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 01
Brenda Finance (E), .5 to .8, 1995 09 01 to 1996 08 31
Laurie Gregory (E), .3 to .5, 1995 09 01 to 1996 08 31
Jeanette Hughes (E), .4 to .5, 1995 09 01 to 1996 08 31
Nancy Joudrie (E), .5 to .6, 1995 09 01 to 1996 08 31
Marlo Moore (E), .5 to 1.0, 1995 09 01 to 1996 08 31
David O'Connor (E), .8 to .7, 1995 09 01 to 1996 08 31
Judith Stokoe (E), .9 to 1.0, 1995 09 01 to 1996 08 31
Augustina Sturgess (E), .5 to .6, 1995 09 01 to 1996 08 31
Marlene Weil (E), .7 to .9, 1995 09 01 to 1996 08 31
Replacements
15 Elementary
1 Secondary

(ii) That the following extensions of timetable increases be approved, effective 1995 09 01 to 1996 08 31, with salary according to the salary schedule:

Helen Donohoe (E), .5 to 1.0
Susan Gadsby-Prest (E), .5 to 1.0
Dorothy Johnson (E), .5 to 1.0
Laura Manente (E). .5 to 1.0
Mary Lou Mauro (E), .5 to 1.0
Felicia McIntosh (E), .5 to 1.0
Suzanne Sharrett (E), .5 to 1.0
Replacements
7 Elementary

6. *RETIREMENTS* - Nil

7. *LEAVING EMPLOYMENT* - Nil

8. *LEAVES*

Leave of Absence

(a) That the requests of the following teachers for Leaves of Absence, effective as shown, be granted:

David Andrus (S), 1995 03 08
Cindy Cosentino (E), 1995 07 24 to 1996 03 22
Michelle A. Fawcett (E), 1995 09 05 to 1996 03 11
Barbara Hogan (E), 1995 09 01 to 1996 08 31
Julie Marshman MacCuish (E), 1995 09 05 to 1996 05 10
Marilyn M. Murray (E), 1995 09 05 to 1995 12 31
Dale Obermeyer (E), 1995 09 01
Janet Wolfe (E), 1995 08 21 to 1996 04 19

Secondment

(a) (i) That the secondment of Sharon O'Halloran to the position of Special Assignment Teacher, Staff Development, effective 1995 09 01 to 1996 06 30, be granted.

(ii) That the request of the Federation of Women Teachers' Associations of Ontario for the secondment of Joan Browning (E) for the position of Executive Assistant, Public Relations Services, effective 1995 09 01 to 1996 08 31, be granted.

Leave Extension

(a) That the requests of the following teachers for an extension of their Leaves of Absence, effective as shown, be granted:

Jane Aitken (E), 1995 09 01
Gail Andrews (E), 1995 09 01
David Andrus (S), 1995 09 01
Margaret Barnes (E), 1995 09 01
Mavis Brown (E), 1995 09 01
Douglas Burton (E), 1995 09 01
Bonnie Chapman (E), 1995 09 01

Joni Lee Clark (S), 1995 09 01
Janis Colohan (E), 1995 09 01
Robert Hutchison (E), 1995 09 01
Louise Lieberman (E), 1995 09 01
Jeannette Macynski (E), 1995 09 01
Caroline McGinnis (E), 1995 09 01
Wilmagale Morrison (E), 1995 09 01
Norval Redpath (E), 1995 09 01
Sallie Samohutin (E), 1995 09 01
Lois Tymoshuk (E), 1995 09 01

Return from Leaves of Absence

(a) That the following teachers be returned from their Leaves of Absence, effective as shown:

Faith Bland (E), 1995 09 05
Pamela Carson-White (E), 1995 09 01
Jane Fletcher (E), 1995 09 01
Katherine Goodwin (S), 1995 09 01
Tracey Mollon (E), 1995 09 01
Mary Rishaur (E), 1995 09 01 (.5)
Sherry Romaniw (E), 1995 09 01 (.5)
Barbara Russell Morse (S), 1995 09 01
Laura Zaffiro-Smith (S), 1995 09 01

Reduced Workload Leaves

(a) (i) That the requests of the following teachers for Reduced Workload Leaves of Absence, effective 1995 09 01 to 1996 08 31, be granted:

Julie Capretta (E), 1.0 to .5
Jane Craibbe (E), 1.0 to .6
Nicolina DiLeo (S), 6/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2)
Donna Evans (E), 1.0 to .7
Jane Fletcher (E), 1.0 to .5
Linda Geddes (E), 1.0 to .5
Mary Gledhill (E), 1.0 to .5
Alisa Greve (E), 1.0 to .5
Barbara Harper (E), 1.0 to .5
Arde Hollingsworth-McGrane (E), 1.0 to .5
Susan Kalbfleisch (E), 1.0 to .5
John Kirkland (S), 6/6 to 3/6 (F.T. Sem. 1 only)
Sylvie Losier-Sauer (E), 1.0 to .5
Barbara Makins (S), 6/6 to 4/6 (2/3 Sem. 1 & Sem. 2)
Elisena Mycroft (E), 1.0 to .5
Lee Raso (S), 6/6 to 4/6 (2/3 Sem. 1 & Sem. 2)
Lisa Reynolds (E), 1.0 to .5
Norma Ridge (E), 1.0 to .5
Barbara Russell Morse (S), 6/6 to 4/6 (2/3 Sem. 1 & Sem. 2)
Sebastiano Santucci (S), 6/6 to 5/6 (2/3 Sem. 1, 3/3 Sem. 2)
Adele Schiedel (S), 5/6 to 3/6 (F.T. Sem. 1 only)
Joan Sutherland (S), 6/6 to 5/6 (2/3 Sem. 1, 3/3 Sem. 2)

Katherine Scarth (S) 6/6 to 4/6 (2/3 Sem. 1 & Sem. 2)
Judith Taylor (E), 1.0 to .7
Barbara Thoman (E), .7 to .6
Suzanne Weatherdon (E), 1.0 to .5
Kathy Weber (E), 1.0 to .1
Dorothy White (S), 4/6 to 2/6 (2/3 Sem. 1 only)
Jennifer Wilson-Bridgeman (E), 1.0 to .7
19 Elementary
10 Secondary

(ii) That the requests of the following teachers for an extension of their Reduced Workload Leaves of Absence, effective 1995 09 01 to 1996 08 31, be granted:

Catherine Attridge (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2)
June Baxter (E), .7 to .5
Karen Bernyak-Bouwman (E), 1.0 to .7
Linda Chenoweth (E), 1.0 to .6
Lesley Chiasson (E), 1.0 to .5
Trevor Chiasson (E), 1.0 to .5
Linda Cooper (E), 1.0 to .9
Francoise Cyr (E), 1.0 to .5
Frances DiIorio (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2)
Frances Figge (E), 1.0 to .5
Paula Gallant (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2)
Karen Guagliano (S), 6/6 to 3/6 (F.T. Sem. 2 only)
Anna Gusenbauer (E), 1.0 to .5
Karen Hahn (E), 1.0 to .5
Sylvia Holinaty (S), 6/6 to 3/6 (Job Share with W. Holinaty)
William Holinaty (S), 6/6 to 3/6 (Job Share with S. Holinaty)
Nancy Holmes (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2)
Gerald Kilby (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2)
Sarah Lindsay (E), 1.0 to .5
Julie Marshman-MacCuish (E), 1.0 to .8
Richard Moll (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2)
Barbara Moskaluk (E), 1.0 to .5
Christine Rees (E), .8 to .7
Noreen Staios (E), 1.0 to .5
Pamela Tuff (E), 1.0 to .5
Evelyn Wilkie (S), 6/6 to 4/6, (2/3 Sem. 1 & Sem. 2)
Barbara Yarwood (E), 1.0 to .5
17 Elementary
10 Secondary

Return from Reduced Workload Leave

(a) That the following teachers be returned from their Reduced Workload Leaves of Absence, effective 1995 09 01 with salary according to the salary schedule:

Marilyn Brown (S), 6/6
Nancy Cooper (E), 1.0
Susanna Costa-Popovich (E), 1.0
Joanne Crossman (E), 1.0
Norma Dreossi (S), 6/6
Shirley Gunby (E), 1.0
Kathleen Johnson (S), 5/6 (2/3 Sem. 1, 3/3 Sem. 2)
Giselle Maerz (E), 1.0
Tiina Mallais (S), 6/6
Dawn Martens (E), .5
Cathy Morningstar (E), 1.0
Lynda Pyett (E), 1.0
Helen Senson-D'Addario (E), 1.0
Eileen Shannon (S), 6/6
Michael Silbert (S), 6/6
Lynsey Sober (S), 6/6
Cynthia Thomas (E), 1.0
Bonnie Turner (E), 1.0
Magdelen Tassy-Gall (E), 1.0
12 Elementary
7 Secondary

9. OTHERS

(a) (i) That the request of Joan Browning (E) to relinquish her position of Acting Elementary School Vice-Principal, effective 1995 09 01, be granted.

(ii) We regret to announce the deaths of the following teachers on the dates shown:

Edna Mooney (E), 1995 06 25
Janet Verhaeghe (E), 1995 06 20

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 09 14

Confirmation of the minutes of the regular meeting of 1995 06 12 and special meetings of 1995 06 15 and 1995 08 31.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

1995 09 14

TO: The Chairman & Members
Personnel & Organization Committee
Board of Education
Hamilton, Ontario

FROM: Richard W. Binns,
Superintendent of Human Resources Services

RE: ATTENDANCE MANAGEMENT POLICY AND PROCEDURES

REPORT: FOR DECISION

BACKGROUND

In September, 1993, the Superintendent of Human Resources Services presented an Attendance Management Policy for approval by the Personnel & Organization Committee. That document outlined the need to address the rising cost of absenteeism through a system Attendance Management program. Human Resources Services was charged with the task of developing and implementing Attendance Management Procedures, in consultation with representatives from our various bargaining units.

In March, 1994 the Attendance Management Procedures were presented to the Personnel and Organization Committee and received approval for fall implementation. At the same time, the Board's legal advisors reviewed the document for a second time. We were advised to revise our document as a result of recent arbitration settlements in regards to similar programs. These revisions, including our "triggers" for attendance interviews (15 absences for Step 1; 13 for Steps 2 to 4), were again discussed with system representatives.

All superintendents, principals and managers were in-serviced during the fall of 1994, with implementation scheduled for January 1, 1995. As we have an education system with a high degree of movement among administration and staff, technological support through our Employee Information System was developed for principals/managers to record decisions about staff absences. This became operational in the spring of this year. The new EIS provides the required attendance management information in a timely and accurate manner. The current absenteeism statistics by employee group are attached (see Appendix I).

ISSUE

To report on absenteeism statistics and the Attendance Management Procedures.

RECOMMENDATIONS

1. That principals and managers continue to utilize the Attendance Management Procedures, as written, to manage staff attendance.

2. That Human Resources Services review the absentee statistics in July of 1996, recommend adjustment to the present absence interview triggers and report to this committee in September, 1996.

../1

RATIONALE

1. The statistics in Appendix 1 demonstrate a decline in our system absenteeism average from 11.3 to 9.77. Some employee groups show a significantly reduced absenteeism average. We believe that other Human Resources initiatives (Return to Work, Accommodation programs), along with improved Attendance Management by school administrators are factors that are impacting on absenteeism statistics.

2. The decline in absenteeism is, as of yet, not significant enough to cause us to re-evaluate our new Attendance Management Procedures in terms of adjustment to the preset triggers. Administrators and managers are learning to work with this new system; from both a management and technological perspective. Continued consultation and in-service is planned to support this program.

3. Human Resources Services is currently discussing the feasibility of an Expense Reduction Program, on a cost recovery basis, with an outside consultant. If contracted, this will be an additional strategy for management to utilize when administering the attendance management program.

4. A full year of implementation will provide a more detailed analysis of the results of these initiatives, and the facts will direct us to initiate any changes required.

Prepared by: Judith Bell, Assistant - Staff Development

Employee Absentee Statistics

August , 1995

Occ Group Code	Occupational Group	Sick Day Allocation	Year	Total FTE's	Total Staff	Total Absent Days	1993 & 93/94 Average Absence	1994 & 94/95 Average Absence (col.7/col.6)
01	Elementary Teachers	20	1994/95	1602	1666	14,318.605	7.73	8.6
02	Secondary Teachers	20	1994/95	832	933	4,997.745	6.12	5.36
03	PSSP	20	1994/95	35.5	32	102.25	6.22	3.2
04	Senior Management	26	1994	11.5	12	18.0	n/a	1.5
05	PASS	26/12 20/10	1994	85	86	839.5	8.29	9.76
06	Caretakers/ Maintenance	26	1994	211	214	4142.25	18.1	19.36
07	Cleaners	26	1994	327	309	6048.813	24.3	19.58
08	Office, Clerical & Technical	24/12 20/10	1994	211.5	242	2351.706	8.5	9.72
10	Secondary Clerical & Technical	26	1994	61	66	731.5	13.02	11.08
11	Educational Assistants	20	1994/95	245.27	255	2440.389	10.4	9.57
12	Lunch Supervisors	n/a	1994/95	493	514	6400.669	n/a	12.45
13	AEFO	20	1994/95	33.83	37	272.5	10.8	7.37
	TOTALS	***n/a***	***n/a***	***4148.6***	***4366***	***42,663.927***	***11.3***	***9.772***

Note: Absences for illness only (charge days to sick leave accounts and pay deduct days)

saved as a:empabsst

1995 09 14

To: Chairman and Members
Personnel and Organization Committee
Board of Education
Hamilton, Ontario

From: Richard W. Binns
Superintendent of Human Resources

Re: **Temporary Assignments by Occupational Groups**

Report: For Information

BACKGROUND

The attached list has been provided by Human Resources Services in response to a trustee request. An assignment may be filled on a temporary capacity when the permanent employee is absent or when the assignment has not been formally filled. Currently, a number of assignments in the system are being filled on a temporary capacity.

The attached list has been queried from the Employee Information System to show which permanent employees are in a temporary assignment.
The list displays the employee name, assignment title and start/end dates of the temporary assignment.

ISSUE

To provide an update regarding which permanent employees are filling temporary assignments.

RECOMMENDATION

That this report be received for information.

PERMANENT EMPLOYEES IN TEMP. ASSIGNMENTS

OCC. GRP	SURNAME	FIRST NAME	JOB TITLE	EMP. STATUS	ASSMT. STATUS	START - END DATES
PASS	BRATKOVICH	MARILYN	SCTY ASST SUPT	P	T	1995-02-08 1996-02-07
PASS	CHRISTMAS	GAIL	SPVS TRANSP	P	T	1994-08-25 1996-08-24
PASS	GRASLEY	DONALD	SITE LEADER	P	T	1995-05-29
PASS	GRAVES	RICHARD	SITE LEADER	P	T	1995-09-29
PASS	ZAJCZENKO	ROBERTA	HR OFFCR WCB	P	T	1995-06-01 1995-11-03
OCTU	BEATTIE	BARBARA	SR BUILD CL	P	T	1995-09-01 1995-12-31
OCTU	EVANS	JOANNE	SCTY CONT ED	P	T	1994-08-22 1996-03-15
OCTU	GRANT	JEAN	SEC SCTY10M	P	T	1995-08-28 1996-06-30
OCTU	HARDMAN	BARBARA	ASSESS OFFCR	P	T	1994-08-25 1996-08-24
OCTU	STEELE	DARLENE	CLK ASSESS	P	T	1994-09-26 1996-08-24
OCTU	WILSON	CAROLYN	BUDG ANA CL	P	T	1995-07-01 1996-08-24
OPEIU CL	CWIERDZINSKI	KIM	GUID SCTY	P	T	1994-12-07 1996-01-14
OPEIU CL	DUNLOP	SUSAN	BKSTRE SCTY	P	T	1994-10-24 1996-02-07
OPEIU CL	FORBES	KAREN	SR SCTY	P	T	1994-01-24 1996-02-07
OPEIU CL	GAGNE	LILLIAN	GUID SCTY	P	T	1995-06-02 1995-12-08
OPEIU CL	TRIFUNSKI	TRACY	STUDENT REC	P	T	1995-02-13 1996-02-12
ED ASSTS	GILBERT	JULIE	ED ASSIST	P	T	1995-09-01 1996-01-30
ED ASSTS	LAMPMAN	WENDY	ED ASST	P	T	1995-09-01

1995 09 14.

To: The Chairman & Members
Personnel & Organization Committee
Board of Education
Hamilton, Ontario

From: Richard W. Binns
Superintendent of Human Resources Services

Re: VACANT OR UNFILLED CARETAKER/CLEANER POSITIONS

Report: FOR INFORMATION

BACKGROUND

This report has been prepared in response to the request from Trustee Mulholland at the June 1995 Personnel & Organization Committee. Trustee Mulholland requested information relating to vacant/unfilled positions still reflected in the 1995 Budget, stating his calculations indicated approximately 35 positions (equating to $2.2 million) are unaccounted for.

ISSUE

To report on vacant/unfilled Caretaker/Cleaner positions.

RECOMMENDATION

That this report be received for information.

RATIONALE

To update Trustees on Caretaker/Cleaner positions and how they are filled.

Prepared by: Cheryl McGrimmond, Employee Records
Human Resources Services

VACANT CARETAKER/CLEANER POSITIONS AS OF SEPT 5, 1995

CARETAKERS/MAINTENANCE POSITIONS

Group Caretaker Position - Mountview School

- replaced by Fireman to Group Caretaker position
- Assistant Caretaker to Fireman position
- Casual in for Assistant Caretaker

Fireman Position - Sir Winston Churchill

- replaced by Assistant Caretaker to Fireman position
- Casual in for Assistant Caretaker

CLEANER POSITIONS

No Cleaner vacancies at this time

Note: A vacant position is created when a permanent employee leaves a position due to retirement/resignation/transfer or promotion.

POSITION SUMMARY - CARETAKERS/MAINTENANCE/CLEANERS

POSITIONS	DEC 1993	DEC 1994	JUNE 1995	SEPT 1995	BUDGET 1995
Caretakers	163	160	160	158	159
Maintenance	22	22	22	15	15
Warehouse	3	3	3	3	3
Asbestos (Temp)	5	5	5	5	5
Unassigned FM	20	20	20	5	5
	213	**210**	**210**	**186**	**187**
Cleaners	305	298	295	292	298
Cooks	8	6	6	6	6
	313	**304**	**301**	**298**	**304**
TOTAL POSITIONS	**526**	**514**	**511**	**484**	**491**

1995 Approved Budget for Salaries/Wages - $14.8 million

Note: The above position numbers do not include Substitute Cleaners and Casual Assistants employed for replacement coverage. (94 employees)

Prepared by Human Resources Services
September 14, 1995

CARETAKERS/MAINTENANCE/CLEANERS ABSENCE STATUS
Absent over 3 days and are still absent as of September 5, 1995

STATUS	# OF EMPLOYEES	PERM PAYROLL COST	REPLACEMENT COST
CARETAKERS/MAINTENANCE			
Absent - receiving wages	5	sick leave	casual
Absent - receiving wages	4	sick leave	unassigned FM
Absent - no wages	5	no	casual
Absent - Maternal Leave - no wages	1	no	casual
Absent - no wages - no perm position	6	N/A	N/A
Total	**21**		
CLEANERS/COOKS			
Absent - receiving wages	14	sick leave	casual
Absent - no wages	26	no	casual
Absent - Maternal Leave - no wages	2	no	casual
Absent - Long Term Disability - no position	2	N/A	N/A
Absent - Personal Leave of abs. - no wages	2	no	casual
Absent - no wages - no perm position	23	N/A	N/A
Total	**69**		

Prepared by Human Resources Services
September 14, 1995

Education Centre
100 Main Street West
Hamilton, Ontario
1995 09 14

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS - Nil

2. PERMANENT STAFF APPOINTMENTS - Nil

3. PROMOTIONS - Nil

4. INTERNAL APPOINTMENTS

(a) That the appointment of Wendy Hutton (S) to the position of Special Education Liaison Consultant (Care, Treatment and Correctional Programs: CTC - Section 27 Programs), be extended, effective 1995 09 01 to 1996 06 30. This extension is subject to Ministry of Education and Training funding and shall be reviewed annually.

5. TIMETABLE CHANGE - Nil

6. RETIREMENTS - Nil

7. LEAVING EMPLOYMENT

(a) That the date, 1995 09 15, for Gytis Grabauskas, Employee Relations Officer, Human Resources Services (Administrative Staff) to leave the employ of the Board be approved.

8. LEAVES

Leave of Absence

(a) That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

Jacqueline Bookal (Assistant Caretaker, Caretaking & Maintenance Staff), 1995 07 24 to 1996 01 26
Dilys McIlveen (Cleaner, Cleaning Staff), 1995 08 07 to 1996 02 09
Doris Thomsen-Griffin (Secretary, Clerical & Technical Staff), 1995 07 03 to 1995 12 29

Leave Extension

(a) That the request of Carolyn Konrad-Giesbrecht (Secretary, Clerical & Technical Staff), for an extension of her Leave of Absence, effective 1995 06 14 to 1995 06 23, be granted.

Return from Leave of Absence

(a) That the following staff be returned from their Leaves of Absence, effective as shown:

Naomi Barker (Data Control Clerk III, Clerical & Technical Staff), 1995 07 17
Denise Dawson (Special Projects & Audit Assistant, Assessment, Clerical & Technical Staff), 1995 07 03
Carolyn Konrad-Giesbrecht (Secretary, Clerical & Technical Staff), 1995 06 26

Secondment

(a) That the request of the Hamilton-Wentworth Industry Council for the extension of the secondment of James O'Connor (S), effective 1995 09 01 to 1996 08 31, to serve as Executive Director, be approved.

9. OTHERS - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUALS					1994 ACTUALS				1995 ACTUALS								1995
	1989	1990	1991	1992	1993	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	BUDGET
Admin & Support Staff	492.54	493.54	486.71	452.66	449.66	437.36	435.46	434.46	436.46	432.46	432.46	432.46	432.46	432.46	432.46	420.76	420.76	412.26
Co-ordinators/Consultants	75.67	74.67	65.67	60.00	59.00	47.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00	33.50
Teachers - Elementary	1,593.15	1,629.35	1,660.75	1,657.60	1,637.75	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,580.65	1,581.15	1,581.15	1,581.15	1,581.15	1,581.15	1,561.65
Secondary - Composite	795.00	841.00	850.67	861.33	839.67	802.33	802.67	802.67	802.67	802.67	799.67	799.67	799.67	799.67	799.67	799.67	799.67	746.67
- Vocational	146.00	116.67	107.67	100.67	87.00	70.00	70.00	70.00	70.00	70.00	67.33	67.33	67.33	67.33	67.33	67.33	67.33	70.00
- Vanier	34.00	33.50	34.00	35.00	36.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	33.50
Elementary TR	24.00	20.00	16.00	14.00	13.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00
Secondary TR	7.00	9.67	14.67	15.33	12.67	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Lunchroom - Elementary	115.10	112.30	118.50	82.86	85.25	64.86	64.86	65.32	65.32	65.32	65.32	71.14	71.14	71.14	71.14	71.14	71.14	39.00
- Secondary	7.00	7.00	7.00	7.36	7.64	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50
- Vocational	2.60	2.14	2.00	2.00	1.71	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07
Bus Supervisors	16.50	17.68	16.71	15.86	17.14	16.86	16.86	16.86	16.86	17.15	17.15	17.15	17.15	17.15	17.15	17.15	17.15	
Educational Assistants	216.50	221.50	223.50	250.50	232.17	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67
Lunchroom Assistants	6.43	6.56	6.56	7.12	4.12	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70
Ctkrs/Maint/Whs/Asbestos	218.00	220.00	219.00	214.00	213.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	188.00	186.00	187.00
Cleaners/Cooks	347.00	351.00	360.00	347.00	313.00	306.00	304.00	304.00	304.00	304.00	304.00	302.00	301.00	301.00	301.00	298.00	298.00	304.00
Recoverable-Tchrs/Other	33.92	41.25	41.75	41.05	37.55	37.15	37.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15
- Consultants	0.33	0.33	0.33															
- Clerical		0.50																
- Educ Assist	1.00				4.33	4.33	4.33	4.33	4.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33
- Admin						0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Full Time Equiv. Positions	4,131.74	4,198.66	4,231.49	4,164.34	4,050.66	3,876.98	3,872.42	3,873.88	3,875.88	3,871.17	3,865.50	3,869.32	3,868.82	3,868.82	3,868.82	3,832.12	3,830.12	3,693.50
Number Of Employees		4,805	4861	4,829	4,706	4,446	4,445	4,449	4,451	4,447	4,444	4,482	4,481	4,481	4,481	4,444	4,442	4,089
Lunchroom Enrolment	15,000 est	15,571	16,618	17,432	18,003	18,707	18,707	18,707	18,707	18,707	18,707	18,707	18,707	18,707	18,707			18,000
Enrolment - Elementary	* 25,474	* 25,811	*26,111	*26,387	*26,685	*27,084	27,098	27,106	27,093	27,065	27,027	27,034	27,039	27,008	27,000			**27,300
- Sec Composite	*12,354	*12,707	*12,328	*13,001	*11.529	*12,158	11,812	11,527	11,367	11,250	11,476	11,185	10,967	10,783	10,694			**12,078
- Sec Vocational	* 1,453	* 1,189	*950	*1,037	*771	*736	688	666	635	597	664	624	609	572	561			**824
- Sec Vanier	* 400	* 399	*382	*465	*464	*480	475	468	469	463	470	460	454	449	450			**518
- T. R.	* 193	* 178	*160	*167	*164	*157	157	157	159	158	157	158	157	158	149			**160
- TOTAL	* 39,874	* 40,284	*39,931	*41,057	*39,613	*40,615	40,230	39,924	39,723	39,533	39,794	39,461	39,226	38,970	38,854			**40,880

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources September 7, 1995

REPORT OF SUPPLY TEACHER USAGE - JUNE 30, 1995

SECONDARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	16.0	249.5	10.0	9.5	4.5	0.5		17.0	291.0	301.5	47,133	48,747	95,880
FEBRUARY	19.0	26.5	454.5	9.0	5.5	3.0		1.0	41.5	514.5	398.5	62,286	55,230	117,516
MARCH	18.0	36.0	412.0	30.0	6.0	15.0		2.0	38.0	503.0	294.5	52,456	63,503	115,959
APRIL	18.0	42.0	243.5	8.0	16.0	15.5		2.0	31.5	316.5	379.0	40,216	55,983	96,199
MAY	22.0	121.0	361.0	40.0	23.0	10.0		16.0	44.0	494.0	574.0	69,438	65,017	134,455
JUNE	21.0	169.0	233.0	8.0	2.0	8.0		2.0	17.0	270.0	317.0	30,619	83,540	114,159
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		410.5	1953.5	105.0	62.0	56.0	0.5	23.0	189.0	2389.0	2264.5	302,148	372,020	674,168
% Of Total			81.8	4.4	2.6	2.3	0.0	1.0	7.9					

ELEMENTARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	23.5	1343.0	13.0	2.0	36.5	47.0	9.5	51.5	1502.5	1503.5	207,695	155,755	363,450
FEBRUARY	20.0	40.5	1407.5	17.0	5.0	28.5	83.0	7.5	15.0	1563.5	1642.0	204,754	211,856	416,610
MARCH	16.0	30.0	992.5	3.0	5.0	40.5	80.5	9.5	44.5	1175.5	937.0	148,050	137,941	285,991
APRIL	18.0	50.5	1237.5	6.0	7.0	33.0	80.5	4.0	22.0	1390.0	1723.5	147,790	134,615	282,405
MAY	21.0	129.0	1225.0	13.0	3.0	20.0	45.5	15.0	28.5	1350.0	1575.0	163,724	150,041	313,765
JUNE	20.0	247.5	1035.5	52.0	1.0	26.5	41.0	8.5	47.0	1211.5	1189.5	128,312	133,780	262,092
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		521.0	7241.0	104.0	23.0	185.0	377.5	54.0	208.5	8193.0	8570.5	1,000,325	923,988	1,924,313
% Of Total			83.4	1.3	0.3	2.3	4.6	0.7	2.5					

REPORT OF SUPPLY TEACHER USAGE - JUNE 30, 1995

SECONDARY & ELEMENTARY

MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense	1995 % Spent
JANUARY	39.5	1592.5	23.0	11.5	41.0	47.5	9.5	68.5	1793.5	1805.0	254,828	204,502	459,330	
FEBRUARY	67.0	1862.0	26.0	10.5	31.5	83.0	8.5	56.5	2078.0	2040.5	267,040	267,086	534,126	
MARCH	66.0	1404.5	33.0	11.0	55.5	80.5	11.5	82.5	1678.5	1231.5	200,506	201,444	401,950	
APRIL	92.5	1481.0	14.0	23.0	48.5	80.5	6.0	53.5	1706.5	2102.5	188,006	190,598	378,604	
MAY	250.0	1586.0	53.0	26.0	30.0	45.5	31.0	72.5	1844.0	2149.0	233,162	215,058	448,220	
JUNE	416.5	1268.5	60.0	3.0	34.5	41.0	10.5	64.0	1481.5	1506.5	158,931	217,320	376,251	
JULY														
AUGUST														
SEPTEMBER														
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS	931.5	9194.5	209.0	85.0	241.0	378.0	77.0	397.5	10582.0	10835.0	1,302,473	1,296,008	2,598,481	101.0
% Of Total		86.9	2.0	0.8	2.3	3.6	0.7	3.8						

1995 BUDGET
$2,574,000

1995 09 14

To: The Chairman & Members
Personnel & Organization Committee
Board of Education
Hamilton, Ontario

From: Richard W. Binns
Superintendent of Human Resources Services

Re: ADMINISTRATION OF OCCASIONAL TEACHER DAYS

Report: FOR INFORMATION

BACKGROUND

On May 1, 1995 each elementary and secondary school principal received an allocation of short term occasional teacher coverage days (OTD's), as outlined in the report to the Personnel & Organization Committee on 1995 05 11. This included a formula for determining an annual allocation to each school and supporting guidelines.

Based on information collected from schools, the Accounting department, and the Employee Records Co-ordinator, the budget for occasional teacher usage shows an overexpenditure (101% of the total short and long term budget spent as of June 30, 1995). A detailed analysis of occasional teacher days and budget usage are shown in Appendices I (a) and (b), and II.

All school administrators were advised of the status of the occasional teachers' budget on September 6, 1995 (Appendix III).

ISSUE

To address the overexpenditure of the occasional teachers' budget.

RECOMMENDATIONS

1. Effective immediately, measures be implemented to minimize the overexpenditure for the remainder of 1995 (Appendix III).

2. That this report be received for information.

RATIONALE

1. Based on the Report of Supply Teacher Usage - June 30, 1995, the rate of expenditure will be approximately 145% of the allocated budget.

2. Temporary measures restricting use of occasional teachers minimize short term expenditures for the remainder of the year.

Prepared by: Roberta Zajczenko, Human Resources Officer
Judith Bell, Assistant - Staff Development

APPENDIX I (A)

OCCASIONAL TEACHER DAY USAGE SUMMARY

AS OF JUNE 30, 1995

	Total O.T.D. Allocation Jan. - Dec.	Total O.T.D. Short Term Usage-06/30	Total O.T.D. Long Term Usage-06/30	Total Usage-06/30	O.T.D. Balance 06/30
Elementary	13,860	8,193	7,108	15,301	-1,441
Secondary	4,950	2,389	2,531	4,920	30
R. Binns	990	0	0	0	990
TOTAL	19,800	10,582	9,639	20,221	- 421

SAVED AS: OTDSUM

APPENDIX I (B)

A: ELEMENTARY SCHOOL

ELEMENTARY SCHOOL	TOTAL FTE JAN - JUNE	JAN - JUNE OTD ALLOC SHORT & LONG TERM (5.23)	TOTAL SHORT TERM USAGE DC49	TOTAL LONG TERM USAGE
ACES	3.70	19.35	14.50	
A.M. CUNNINGHAM	17.50	91.53	95.50	
ADELAIDE HOODLESS	26.00	135.98	86.50	
ALLENBY	7.50	39.23	27.50	
BENNETTO	21.50	112.45	183.50	
BUCHANAN PARK	13.00	67.99	67.50	
BURKHOLDER DRIVE	22.00	115.06	108.00	
CARDINAL HEIGHTS	26.50	138.60	147.00	
C.B. STIRLING	30.50	159.52	205.50	
CENTENNIAL	31.50	164.75	85.50	
CENTRAL	9.00	47.07	38.50	
CHEDOKE	30.50	159.52	155.00	
DALEWOOD	23.00	120.29	169.50	
DR. J.E. DAVEY	16.50	86.30	78.50	
ARL KITCHENER	26.00	135.98	71.00	
ASTMOUNT PARK	15.50	81.07	68.50	
ELIZABETH BAGSHAW	24.00	125.52	174.50	
FAIRFIELD	13.50	70.61	52.00	
FERNWOOD PARK	12.00	62.76	50.00	
FRANKLIN ROAD	18.00	94.14	106.50	
G.L. ARMSTRONG	37.50	196.13	215.00	
GEORGE R. ALLAN	26.00	135.98	145.50	
GIBSON	15.50	81.07	75.00	
GLEN BRAE	18.00	94.14	73.50	
GLEN ECHO	14.00	73.22	88.00	
GORDON PRICE	20.50	107.22	71.00	
HAMPTON HEIGHTS	21.00	109.83	168.50	
HELEN DETWILER	31.00	162.13	147.50	
HESS STREET	27.00	141.21	129.50	
HIGHVIEW	21.50	112.45	54.00	
HILLCREST	25.50	133.37	153.50	
HILLSDALE	14.00	73.22	55.00	
HOLBROOK/S.A.M.	14.00	73.22	103.00	
HUNTINGTON PARK	19.00	99.37	105.00	
JAMES MACDONALD	14.50	75.84	69.50	
KING GEORGE	13.00	67.99	49.00	
LAKE AVENUE	37.00	193.51	243.00	
LAWFIELD	23.00	102.29	120.50	
INCOLN ALEXANDER	18.00	94.14	76.50	

ELEMENTARY SCHOOL	TOTAL FTE JAN - JUNE	JAN - JUNE OTD ALLOC SHORT & LONG TERM (5.23)	TOTAL SHORT TERM USAGE DC49	TOTAL LONG TERM USAGE
LINDEN PARK	12.00	62.76	36.50	
LISGAR	17.00	88.91	102.00	
LLOYD GEORGE	14.00	73.22	81.50	
MEMORIAL	36.00	188.28	186.00	
MOUNTVIEW	15.50	81.07	108.50	
NORWOOD PARK	23.00	120.29	94.50	
PARKDALE	13.00	67.99	43.00	
PAULINE JOHNSON	21.00	109.83	101.50	
PEACE MEMORIAL	15.50	81.07	91.50	
PRINCE OF WALES	35.50	185.67	194.50	
PRINCE PHILIP	15.00	78.45	43.00	
QUEEN MARY	35.00	183.05	118.50	
QUEEN VICTORIA	14.00	73.22	53.00	
QUEENSDALE	15.50	81.07	75.50	
R.A. RIDDELL	35.00	183.05	164.00	
RED HILL	14.00	73.22	74.50	
RICHARD BEASLEY	16.00	83.68	142.50	
RIDGEMOUNT	17.00	88.91	95.00	
ROBERT LAND	15.50	81.07	107.00	
ROSEDALE	12.50	65.38	42.00	
ROXBOROUGH PARK	19.50	101.99	76.50	
RYCKMAN'S CORNERS	7.50	39.23	46.00	
RYERSON	24.00	125.52	103.00	
SANFORD AVENUE	21.50	112.45	211.00	
SENECA	15.00	78.45	65.50	
SHERWOOD HEIGHTS	17.00	88.91	80.00	
SIR ISAAC BROCK	16.00	83.68	72.50	
SIR WILFRID LAURIER	36.00	188.28	162.00	
STINSON STREET	18.00	94.14	83.50	
STRATHCONA	11.00	57.53	61.00	
THRONBRAE	21.50	112.45	134.50	
TWEEDSMUIR	24.50	128.14	123.00	
VERN AMES	16.00	83.68	73.50	
VISCOUNT MONTGOMERY	22.50	117.68	138.00	
W.H. BALLARD	42.00	219.66	252.50	
WESTVIEW	23.00	120.29	142.50	
WESTWOOD	21.50	112.45	151.50	
WOODWARD	15.00	78.45	51.00	
SECTION 27 (AREA O)			77.00	
EDUCATION CENTRE (AREA 7)			6.50	
	1561.20	8147.22	8193.00	7108.00

B: COMPOSITE AND VOCATIONAL SECONDARY SCHOOLS

SECONDARY SCHOOL	TOTAL FTE JAN - JUNE	JAN - JUNE OTD ALLOC SHORT & LONG TERM (3.24)	TOTAL SHORT TERM USAGE DC49	TOTAL LONG TERM USAGE
BARTON	74.83	242.45	178.00	
DELTA	69.67	225.73	233.50	
GEORGE P. VANIER	37.00	119.88	119.00	
GLENDALE	64.00	207.36	175.00	
HILL PARK	72.67	235.45	214.50	
LAWRENCE ALTER ED.	4.00	12.96		
MOUNTAIN	28.17	91.27	210.00	
PARKVIEW	32.33	104.75	149.00	
PHOENIX ALTER ED.	3.00	9.72	4.00	
SCOTT PARK	64.33	208.43	86.00	
SHERWOOD	70.34	227.90	175.50	
SIR ALLAN MACNAB	67.00	217.08	162.00	
SIR JOHN A. MACDONALD	77.00	249.48	83.50	
SIR WINSTON CHURCHILL	61.96	200.75	136.00	
WESTDALE	79.00	255.96	225.00	
WESTMOUNT	53.67	173.89	238.00	
	858.97	**2783.06**	**2389.00**	**2531.00**

COMPARISON OF SUPPLY TEACHER USAGE
(BASED ON REPORTS OF SUPPLY TEACHER USAGE - June 30, 1994 & June 30, 1995)

SECONDARY & ELEMENTARY

MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense	1995 % Spent
JANUARY	39.5	1592.5	23.0	11.5	41.0	47.5	9.5	68.5	1793.5	1805.0	254,828	204,502	459,330	
FEBRUARY	67.0	1862.0	26.0	10.5	31.5	83.0	8.5	56.5	2078.0	2040.5	267,040	267,086	534,126	
MARCH	66.0	1404.5	33.0	11.0	55.5	80.5	11.5	82.5	1678.5	1231.5	200,506	201,444	401,950	
APRIL	92.5	1481.0	14.0	23.0	48.5	80.5	6.0	53.5	1706.5	2102.5	188,006	190,598	378,604	
MAY	250.0	1586.0	53.0	26.0	30.0	45.5	31.0	72.5	1844.0	2149.0	233,162	215,058	448,220	
JUNE	416.5	1268.5	60.0	3.0	34.5	41.0	10.5	64.0	1481.5	1506.5	158,931	217,320	376,251	
1994	875.5	9198.5	164.0	123.5	350.0	369.0	58.0	572.0	10835.0	11628.0	1,217,208	1,040,886	2,258,095	
TOTALS 1995	931.5	9194.5	209.0	85.0	241.0	378.0	77.0	397.5	10582.0	10835.0	1,302,473	1,296,008	2,598,481	101.0
% Of Total		86.9	2.0	0.8	2.3	3.6	0.7	3.8						

1995 BUDGET
$2,574,000

APPENDIX II

APPENDIX III

Profs to Administrators - 1995 09 06

Important Message for School Administrators re: Occasional Teacher Days/Supply Teacher Budget

---

According to our records, the budget for supply teachers shows a deficit as of June 30, 1995. This was incurred prior to any consideration for requested additional occasional teacher days. The deficit is based on the total budget for supply teachers that includes short AND long term absence coverage.

Supply teacher costs (short and long term) from September through December will result in a further deficit. This critical situation requires us to take measures to minimize the short term cost of supply teacher usage. These measures, effective immediately, include:

1. As was your practice in May and June, administrators are to explore available options prior to utilizing supply teacher coverage for Personal reasons, including illness and bereavement (Code 1 on the Report of Teachers Supplying).

2. Effective September 11 and until further notice, there is a temporary freeze on supply teacher coverage for(Codes 2 to 5 on the Report of Teachers Supplying):
   - Field work and Co-instructional activities
   - Conference, Seminar, meeting outside the system
   - Planning, Curriculum work, meeting, in-service, inside the system
   - In school meetings

3. The Report of Teachers Supplying form (HBE 1362 (91-02)) is in the process of being revised; changing Code 7 (Other) to Code 7 (Personal Leave Day (contractual)). The new version will be sent to schools as soon as possible.

4. We will no longer process incomplete Report of Teacher Supplying forms. In future, they will be returned to administrators for completion.

Please continue to submit your monthly Occasional Teacher Usage Summary. There will be a review of this budget and disbursement of Occasional Teacher Days for 1996 during this fall.

c - Joyce Whittle, President, OPSTF
Joyce Schumacher, President, HWTA
Doug Robb, President, OSSTF

REPORT OF SUBSTITUTE CLEANER/CASUAL ASSISTANCE USAGE - 1995

MONTH	Working Days	Personal Reasons /Illness # of Days	Workers' Comp. # of Days	Extra Workload # of Days	Leaves, Vacancies *perm pay # of Days	1995 Total # of Days	1994 Total # of Days	1995 $ Expense
JANUARY	21	703	452		272	1,427	1,340	74,814
FEBRUARY	20	695	509	6	168	1,378	1,134	76,708
MARCH	23	706	584	3	236	1,529	1,495	79,601
APRIL	18	503	398		196	1,097	1,203	56,520
MAY	22	635	448		303	1,386	1,443	69,305
JUNE	22	542	535		355	1,432	1,581	62,984
JULY	20	474	544	34	94	1,146	1,370	68,017
AUGUST								
SEPTEMBER								
OCTOBER								
NOVEMBER								
DECEMBER								
TOTALS		4,258	3,470	43	1,624	9,395	9,566	$487,949

*Leaves, Vacancies - cost covered on permanent payroll

Prepared by Human Resources
September 7, 1995

1994 AND 1995 TEMPORARY ASSISTANCE EXPENDITURES

	1994 BUDGET	YTD EXPENSE AS OF DEC 31/94	1995 BUDGET	YTD EXPENSE AS OF JAN 31/95	YTD EXPENSE AS OF MAR 31/95	YTD EXPENSE AS OF JULY 31/95	EXPLANATION
Central Depts. & Area Offices							
- Admin. Services	8,286	18,564	20,454	2,640	7,178	23,463	Replacement for staff - Printing, Switchboard, Research
- Computer Services	69,535	44,266	50,000	5,519	28,126	29,257	IIS Project Assistance, Co-op Student
- Security/Parking			148,360	5,483	35,406	97,625	Building & Parking Security Guards
- Director's Office	3,321	1,000					
- Ed Centre (General)	1,795			317	317	317	Archives Researching
- Finance	8,973	5,978	84,768	554	554	22,211	Extra Assist. - Acct. Payable Yr. End, Provin. Grant Reports, E.I.S. Project
- Human Resources	28,159	12,676	102,707		1,423	69,654	Tchrs Seniority Lists, Anti Racism Impl. Plan, E.I.S. Project
- Program Departments	123,473	101,718	141,575	6,091	34,823	103,957	Christie Conserv., Kit Services, Program Support Staff - Clerical Assistance Accomodation assistance, Paikin Libr. Students, Co-op Students
- Lower City Office			800			403	Clerical Assistance
- Mountain Office			800			440	Clerical Assistance
- Area 1 Office	897						
- Area 2 Office	897						
- Area 3 Office	897						
- Area 4 Office	897						
- Area 5 Office	1,436	525	1,100				
School Services							
- Student Assistance	58,327	58,356	16,000	221	11,109	14,263	Library, Textbook Student Assistance
- Elementary School Clerical	68,197	63,218	70,000	2,792	20,419	62,250	Replacement for illness, Extra Assistance - Lisgar Fire
- Secondary School Clerical	50,251	43,369	39,000	1,273	3,578	15,405	Replacement for illness
- Equipment Repair	19,741	18,714	19,000	343	9,682	28,027	Co-op Student
Regular Day School							
- Student Assistance	22,612	17,915	5,000	301	3,343	6,549	Science Lab Student Assistance, City Choir
Plant Operation	27,817	2,976			396	396	Replacement for illness
Plant Maintenance	26,472	18,939	900				
Other Operating	6,820	4,822		237	237	1,230	Mohawk Trail, Community School Clerk
GRAND TOTAL	$528,803	$413,036	$700,464	$25,771	$156,591	$475,447	

Prepared by Human Resources
Date: September 7, 1995

Education Centre
100 Main Street West
Hamilton, Ontario
1995 09 14

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(b) That the following staff be appointed to the Probationary Educational and Lunchroom Assistant Staff as Educational Assistants, effective 1995 09 18, with salary according to the salary schedule:

Stacey Avery-Rapaso
Cheryl Katzer (.5)
Wendy Lampman (.5)
Cheryl Wende
Contract Compliance

2. PERMANENT STAFF APPOINTMENTS

Confirmations

(a) That the following teachers be confirmed in the position stated, effective as shown, with salary according to the salary schedule:

Douglas Baker (E), (Elementary School Vice-Principal), 1995 09 01
Margaret Bowman (S), (Secondary School Principal), 1995 09 01
Karen Ciprietti (S), (Head of Department - Technical), 1995 09 01
Eto Corcione (E), (Elementary School Principal), 1995 09 01
Paul Daignault (S), (Head of Department - Boys' Physical and Health), 1995 09 01
Kathryne Foster (S), (Head of Department - Girls' Physical and Health), 1995 09 01
Norine Galvin (S), (Head of Department - Family Studies), 1995 02 01
Kenneth Griffin (E), (Elementary School Principal), 1995 09 01
Donald Harman (S), (Assistant Head of Department - Technical), 1995 09 01
Richard Hart (S), (Head of Department - Boys' Physical and Health), 1995 09 01
David Hutton (S), (Secondary School Vice-Principal), 1995 02 01
Barbara Jepson (E), (Elementary School Principal), 1995 09 01
Stephanie King (S), (Head of Department - Guidance), 1995 09 01
Theodore Kocznur (S), (Head of Department - History), 1995 09 01
Wanda Lane (E), (Elementary School Principal), 1995 09 01
David Mackenzie (E), (Elementary School Principal), 1995 09 01
Joseph May (S), (Assistant Head of Department - Business), 1995 09 01
Lindy Millen (E), (Elementary School Principal), 1995 02 01
Richard Neufeld (S), (Head of Department - Technical), 1995 09 01

James Poot (S), (Head of Department - Technical), 1995 09 01
Janice Reese (S), (Head of Department - Music), 1995 09 01
Michael Rehill (S), (Head of Department - Music), 1995 09 01
Carol Scaini (E), (Elementary School Principal), 1995 09 01
Lorrie Ann Wannamaker (E), (Elementary School Vice-Principal), 1995 02 01
David Wright (S), (Head of Department - Business), 1995 09 01
Catherine Youngblud (E), (Elementary School Vice-Principal), 1995 09 01

3. PROMOTIONS

(a) That Carol Taylor be appointed to the position of Acting Head of Department (Languages), effective 1995 09 01 to 1996 01 31, with salary according to the salary schedule. **Replacement**

4. INTERNAL APPOINTMENTS - Nil

5. TIMETABLE CHANGES

(a) That the following timetable changes be approved, effective as shown, with salary according to the salary schedule:

Tracey Austin (S), 4/6 to 5/6, 1995 09 07 to Further Notice
Angelo Costanzo (S), 4/6 to 6/6, (Section 27), 1995 09 01
Richard Gallo (S), 4/6 to 6/6, (Section 27), 1995 09 01
Katherine Joynt (S), 4/6 to 5/6, 1995 09 07 to Further Notice
Jeffrey Mackness (S), 4/6 to 6/6, (Section 27), 1995 09 01
Jody Shaboluk (S), 4/6 to 6/6, (Section 27), 1995 09 01
Robert Spree (S), 4/6 to 5/6, 1995 09 07 to Further Notice
Replacements

(b) That the following timetable changes be approved, effective as shown, with salary according to the salary schedule:

Eileen Maybury (Educational Assistant, Educational and Lunchroom Assistant Staff), 1.0 to .5, 1995 09 18
Anne Lennox (Secretary, Clerical & Technical Staff), .8 to .6, 1995 09 11

6. RETIREMENTS

(a) That the resignations of the following teachers for the purpose of retirement, effective 1995 11 30, be accept with regret and that the Board's gratuity be paid:

Cecilia Aurini (E)
William David Ralph Jarden (E)
Ralph Lefevre (E)

(b) That the resignation of Gladys Kippers, Library Secretary (Clerical & Technical Staff) for the purpose of retirement, effective 1995 06 30, be accepted with regret and that the Board's gratuity be paid.

7. *LEAVING EMPLOYMENT*

(b) That the dates for the following staff to leave the employ of the Board be approved:

Charmaine Hanley (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 08 31
Terri Whitworth (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 08 31

8. *LEAVES*

Leave of Absence

(a) That the requests of the following teachers for Leaves of Absence, effective as shown, be granted:

Josee Bergeron Scibetta (E), 1995 09 18 to 1996 03 22
Paula Gallant (S), 1995 09 18 to 1996 03 22
Beverly Zalec (E), 1995 09 18 to 1996 03 29

(b) That the requests of the following staff for Leaves of Absence, effective as shown, be granted:

Darlene Bennett-Bauer (Psychoeducational Consultant, Professional Student Services Personnel), (.4), 1995 09 01 to 1996 06 30
Joan Dabor (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 09 05 to 1996 01 31
Daniel Horne (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 09 05 to 1996 04 30
Jane Kasapowitsch (Educational Assistant, Educational and Lunchroom Assistant Staff), (.5), 1995 09 05 to 1996 06 30
Maxine Lane (School Social Worker, Professional Student Services Personnel), (.2), 1995 09 11 to 1995 12 08
Anna Ravida-DiFazio (Speech & Language Pathologist, Professional Student Services Personnel), (.4), 1995 09 01 to 1996 06 30
Barbara Vandyk (Educational Assistant, Educational and Lunchroom Assistant Staff), (.5), 1995 09 05 to 1996 06 30
Cheryl Weston-Shepherd (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 09 01 to 1996 01 01

Leave of Absence - Date Change

(a) That the effective dates of the Leave of Absence granted to Alisa Greve (E) at a previous meeting be changed to: 1995 05 23 to 1996 01 22.

Leave of Absence - "Four Over Five"

(a) That the requests of the following teachers for Leaves of Absence under the Salary Holdback Plan ("Four Over Five") according to the Elementary Collective Agreement for the 1999-2000 school year, be granted:

Paul Lewis
Julie Marleau
Louise Quinn

Leave Extension

(a) That the requests of the following teachers for an extension of their Leaves of Absence, effective as shown, be granted:

Nancy Kowalchuk (E), 1995 10 02 to 1995 12 31
Linda Schultz (E), 1996 01 15 to 1996 08 31

(b) That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

Joanne Castle (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 09 01 to 1996 06 30
Carol Labesh (Educational Assistant, Educational and Lunchroom Assistant Staff), (.5), 1995 09 05 to 1996 06 30
JoAnn Reitzel (Psychoeducational Consultant, Professional Student Services Personnel), 1995 09 01 to 1996 06 30
Cindy Wolf (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 09 01 to 1996 01 31

Return from Leave of Absence

(a) That Yvonne Leegstra (E) be returned from a Leave of Absence, effective 1995 10 16.

(b) That the following staff be returned from their Leaves of Absence, effective as shown:

Marjorie Bowker (Secretary, Clerical & Technical Staff), 1995 09 05 (.3)
Josephine Falletta (School Social Worker, Professional Student Services Personnel), 1995 09 01
Rosemary Lee (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 06 26
Anna Ravida-DiFazio (Speech & Language Pathologist, Professional Student Services Personnel), 1995 06 19
Carol Renn (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 09 01

9. ***OTHERS*** - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

AGENDA

SPECIAL MEETING OF THE

PERSONNEL & ORGANIZATION COMMITTEE

1995 09 21

GENERAL

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

Education Centre
100 Main Street West
Hamilton, Ontario
1995 09 21

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. ***PROBATIONARY STAFF APPOINTMENTS***

(a) That Anne Chaffee be appointed to the Probationary Staff (Professional Student Services Personnel Staff) as a Psychoeducational Consultant, effective 1995 09 01, with salary according to schedule.

Contract Compliance

2. ***PERMANENT STAFF APPOINTMENTS*** - Nil

3. ***PROMOTIONS*** - Nil

4. ***INTERNAL APPOINTMENTS*** - Nil

5. ***TIMETABLE CHANGES*** - Nil

6. ***RETIREMENTS*** - Nil

7. ***LEAVING EMPLOYMENT*** - Nil

8. ***LEAVES*** - Nil

9. ***OTHERS*** - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

Education Centre
100 Main Street West
Hamilton, Ontario
1995 09 21

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. *PROBATIONARY STAFF APPOINTMENTS*

(a) That the following teachers be appointed to the Probationary Staff, effective 1995 10 02, with salary according to the salary schedule:

Tanya Sanders (E)
Timothy White (E), .5

2. *PERMANENT STAFF APPOINTMENTS* - Nil

3. *PROMOTIONS* - Nil

4. *INTERNAL APPOINTMENTS*

(a) That Vince Martorelli, Adjustment Consultant, be appointed to the position of Social Worker, Behavioural Resource Team (Professional Student Services Personnel Staff), effective, 1995 10 01 to 1997 09 30 (two year term position) with salary according to the salary schedule.
New Position

5. *TIMETABLE CHANGES* - Nil

6. *RETIREMENTS* - Nil

7. *LEAVING EMPLOYMENT* - Nil

8. *LEAVES*

Reduced Workload Leaves

(a) That the request of Catherine Schnarr (E) for a Reduced Workload Leave of Absence from 1.0 to .5, effective 1995 10 02 to 1996 08 31, be granted.

9. *OTHERS* - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1995 10 06

TO THE CHAIRMAN AND MEMBERS
PERSONNEL AND ORGANIZATION COMMITTEE
(Trustees Korz, Darby, Johnston, Mulholland, Paquin, Rodgerson and Stewart)

Ladies and Gentlemen:

This will confirm that the Special Meeting of the Personnel and Organization Committee, originally scheduled for Thursday, 1995 10 05, has been **re-scheduled to Tuesday, 1995 10 10 at 18:15 hours** prior to a Special Meeting of the Board and the Operations and Finance Committee meeting.

Your attendance is requested.

Yours truly,

R. Millar

for D. W. Goodridge
Director of Education
and Secretary

rm

Notice sent to all trustees

MEMBERS ARE ASKED TO BRING THEIR COPY
OF THE 1995 10 05 AGENDA.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1995 10 02

TO THE CHAIRMAN AND MEMBERS
PERSONNEL AND ORGANIZATION COMMITTEE
(Trustees Korz, Darby, Johnston, Mulholland, Paquin, Rodgerson and Stewart)

Ladies and Gentlemen:

Please be advised that a Special Meeting of the Personnel and Organization Committee has been scheduled for **Thursday, 1995 10 05 at 18:00 hours** [please note the time] prior to a Special Meeting of the Board and the Program Committee meeting.

An agenda is attached.

Your attendance is requested.

Yours truly,

D. W. Goodridge
Director of Education
and Secretary

rt

Notice sent to all trustees

AGENDA

SPECIAL MEETING OF THE

PERSONNEL & ORGANIZATION COMMITTEE

1995 10 05

ELEMENTARY/SECONDARY

NEW BUSINESS:

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1
1995 10 05

To the Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval:

3. PROMOTIONS

(a) That Suzanne Dube (S) be appointed to the position of Acting Secondary School Vice-Principal, effective 1995 10 06, with salary according to the salary schedule.
Contract Compliance

Respectfully submitted

Richard W. Binns
Superintendent of Human Resources Services

kd

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 10 12

Confirmation of the minutes of the regular meeting of 1995 09 14 and special meeting of 1995 09 21.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

1995 10 12

To: Chairman and Members
Personnel and Organization Committee
Board of Education
Hamilton, Ontario

From: Richard W. Binns
Superintendent of Human Resources

Re: **Temporary Assignments by Occupational Groups**

Report: For Information

BACKGROUND

The attached revised list, including the last date the permanent employee was in their permanent assignment, has been provided by Human Resources Services in response to a trustee request. An assignment may be filled on a temporary capacity when the permanent employee is absent or when the assignment has not been formally filled. Currently, a number of assignments in the system are being filled on a temporary capacity.

Under the heading 'PERMANENT ASSIGNMENT' the revised list displays the employees name, permanent assignment, location, and the last date the employee was in their permanent assignment. Under the heading 'TEMPORARY ASSIGNMENT' the revised list displays the employee being replaced, permanent assignment, location, occupational group, start date and end date of assignment, and comments.

ISSUE

To provide an update regarding which permanent employees are filling temporary assignments.

RECOMMENDATION

That this report be received for information.

Prepared by: Roberta Zajczenko, Human Resources Officer

Saved as: tempass

PERMANENT EMPLOYEES IN TEMPORARY ASSIGNMENTS

PERMANENT ASSIGNMENT				*TEMPORARY ASSIGNMENT*						
EMPLOYEE	PERMANENT ASSIGNMENT	LOCATION	LAST DATE IN PERM ASSIGN	EMPLOYEE BEING REPLACED	PERMANENT ASSIGNMENT	LOCATION	OCC GROUP	START DATE	END DATE	COMMENTS
OFFICE, CLERICAL AND TECHNICAL UNIT (OCTU)										
Beattie, Barbara	Program Secretary	Program Dept.	1995-08-31	Thomsen-Griffin, D.	Senior Bldg. Clerk	Plant Dept.	OCTU	1995-09-01	1995-12-31	Leave of Absence, Maternity
Christmas, Gail	Supervisor, Assessment	Finance Dept.	1994-08-24	Vacancy	Transportation Supervisor	Finance Dept.	PASS	1994-08-25	1996-08-24	Retirement - Sue Wilson
Evans, Joanne	Sec. Adult Ed.	Briarwood	1994-08-19	Deluca, Lori	Secretary, Adult Ed.	Briarwood	OCTU	1994-08-22	1996-03-15	Leave of Absence, Maternity/Personal
Hardman, Barbara	Assessment Clerk	Finance Dept.	1994-08-24	Christmas, Gail	Supervisor, Assessment	Finance Dept.	OCTU	1994-08-25	1996-08-24	
Steele, Darlene	Budget Analysis Clerk	Finance Dept.	1994-09-23	Hardman, Barbara	Assessment Clerk	Finance Dept.	OCTU	1994-09-26	1996-08-24	
Wilson, Carolyn	Accounts Payable Clerk	Finance Dept.	1994-09-23	Steele, Darlene	Budget Analysis Clerk	Finance Dept.	OCTU	1994-09-26	1996-08-24	
OFFICE AND PROFESSIONAL EMPLOYEES INTERNATIONAL UNION (OPEIU CL)										
Bratkovich, Marilyn	Senior Secretary	Sir W. Churchill	1994-01-23	New Position	Sec., Ass't. Superintendent	Lower City	PASS	1994-01-24	1996-02-07	Successful to posting
Cwierdzinski , Kim	Bookstore/Accounts Sec.	Delta S.S.	1994-12-06	Mulvey, Carol	Guidance Secretary	Delta S.S.	OPEIU CL	1994-12-07	1996-01-14	Leave of Absence, Maternity/Personal
Dunlop, Susan	Attendance Secretary	Sir W. Churchill	1994-01-21	Forbes, Karen	Bookstore/Accounts Sec.	Sir W. Churchill	OPEIU CL	1994-01-24	1996-02-07	M. Bratkovich in PASS position
Falloon, Sandra	Attendance Secretary	Glendale S.S.	1995-09-08	Rainey, Jackie	Senior Secretary	Glendale S.S.	OPEIU CL	1995-09-11	1995-11-03	J. Rainey in PASS position
Forbes, Karen	Bookstore/Accounts Sec.	Sir W. Churchill	1994-01-23	Bratkovich, Marilyn	Senior Secretary	Sir W. Churchill	OPEIU CL	1994-01-24	1996-02-07	M. Bratkovich in PASS position
Gagne, Lillian	Library Secretary	G. P. Vanier	1995-06-01	Frechette-Deaves M.	Guidance Secretary	G. P. Vanier	OPEIU CL	1995-06-02	1995-12-08	Leave of Absence, Maternity
Rainey, Jackie	Senior Secretary	Glendale S. S.	1995-09-08	Middlemiss, Mary	Administrative Assistant	Delta S.S.	PASS	1995-09-01	1995-11-03	M. Donaldson, L of Absence, Maternity
Trifunski, Tracy	Attendance Secretary	Westdale S.S.	1995-02-10	Vanderwal, Pauline	Student Records Sec.	Westdale	OPEIU CL	1995-02-13	1996-02-12	Alternative Work Arrangement (.5)
PROFESSIONAL ADMINISTRATIVE SUPPORT SERVICES (PASS)										
Middlemiss, Mary	Administrative Assistant	Delta S.S.	1995-02-17	Donaldson, Moira	Administrative Assistant	Briarwood	PASS	1995-02-20	1995-11-03	Leave of Absence, Maternity
Millar, Ruth	Section Leader, Minute Room	Director's Office	1995-02-24	Vacancy	Assistant to Secretary of Bd.	Director's Office	PASS	1995-02-27		Retirement - S. Rogers
Zajczenko, Roberta	Administrative Assistant	Scott Park/SWC	1990-09-28	Scarrow, Sylvia	Employment Officer	Human Resources	PASS	1990-10-01	1994-08-31	L. Slade (E.I.S.)/S. Scarrow (Sr. Emp. Off.)
				Meli/Scarrow	Employee Relations/Staffing	Human Resources	PASS	1994-09-01	1995-05-31	E.I.S. Project
				Mawson, Susan	Human Resources Officer	Human Resources	PASS	1995-06-01	1995-12-01	Leave of Absence, Maternity

Education Centre
100 Main Street West
Hamilton, Ontario
1995 10 12

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. *PROBATIONARY STAFF APPOINTMENTS* - Nil

2. *PERMANENT STAFF APPOINTMENTS*

Confirmations

(a) That the following staff be confirmed in the position stated, effective as shown, with salary according to the salary schedule:

Robert McCann (Computer Programmer II, Clerical & Technical Staff), 1995 08 20
Tim Parrow (Computer Programmer II, Clerical & Technical Staff), 1995 08 06
Dr. Judith Wilkinson (Psychoeducational Consultant, Professional Student Services Personnel), 1995 09 01

3. *PROMOTIONS* - Nil

4. *INTERNAL APPOINTMENTS* - Nil

5. *TIMETABLE CHANGES* - Nil

6. *RETIREMENTS*

(a) That the resignations of the following staff for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Amy Brown (Cleaner, Cleaning Staff), 1996 02 29
Catherine Mackie (Cleaner, Cleaning Staff), 1995 12 31
Thomas Moore (Caretaker, Caretaking & Maintenance Staff), 1995 10 31
Sophia Schimmel (Cleaner, Cleaning Staff), 1995 12 31
Dorothy Twilhaar (Cleaner, Cleaning Staff), 1996 01 31

7. *LEAVING EMPLOYMENT* - Nil

8. *LEAVES*

Leave of Absence

(a) That the request of Marie Bountrogianni (Chief Psychologist, Administrative Staff) for a Leave of Absence, effective 1995 07 10 to 1995 08 11, be granted.

Leave Extension

(a) That the request of Susan Mawson (Human Resources Officer, Administrative Staff), for an extension of her Leave of Absence, effective 1995 09 18 to 1995 11 24, be granted.

Return from Leave of Absence

(a) That the following staff be returned from their Leaves of Absence, effective as shown:

Marie Bountrogianni (Chief Psychologist, Administrative Staff), 1995 08 14
Kelsey Crawford (Secretary, Clerical & Technical Staff), 1995 09 04

9. ***OTHERS*** - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUALS					1995 ACTUALS										
	1990	1991	1992	1993	1994	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV
	503.04	496.21	461.16	458.16	444.96	440.96	440.96	440.96	440.96	440.96	440.96	429.26	429.26	420.76		
ants	64.67	55.67	51.00	50.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	24.50		
,	1,629.35	1,660.75	1,657.60	1,637.75	1,580.65	1,580.65	1,580.65	1,580.65	1,581.15	1,581.15	1,581.15	1,581.15	1,581.15	1,569.05		
e	841.00	850.67	861.33	839.67	802.67	802.67	799.67	799.67	799.67	799.67	799.67	799.67	799.67	766.83		
l	116.67	107.67	100.67	87.00	70.00	70.00	67.33	67.33	67.33	67.33	67.33	67.33	67.33	59.67		
	33.50	34.00	35.00	36.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00		
	20.00	16.00	14.00	13.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00		
	9.67	14.67	15.33	12.67	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.33		
ary	112.30	118.50	82.86	85.25	65.32	65.32	65.32	71.14	71.14	71.14	71.14	71.14	71.14	52.30		
ry	7.00	7.00	7.36	7.64	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50		
al	2.14	2.00	2.00	1.71	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	0.89		
	17.68	16.71	15.86	17.14	16.86	17.15	17.15	17.15	17.15	17.15	17.15	17.15	17.15			
s	221.50	223.50	250.50	232.17	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67		
	6.56	6.56	7.12	4.12	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70		
stos	220.00	219.00	214.00	213.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	188.00	186.00	186.00		
	351.00	360.00	347.00	313.00	304.00	304.00	304.00	302.00	301.00	301.00	301.00	298.00	298.00	298.00		
her	41.25	41.75	41.05	37.55	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	45.15		
ants	0.33	0.33														
	0.50															
ssist				4.33	4.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.83		
	0.50	0.50	0.50	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00		
ons	4,198.66	4,231.49	4,164.34	4,050.66	3,875.88	3,871.17	3,865.50	3,869.32	3,868.82	3,868.82	3,868.82	3,832.12	3,830.12	3,727.18		
s	4,805	4861	4,829	4,706	4,451	4,447	4,444	4,482	4,481	4,481	4,481	4,444	4,442	4,234		
	15,571	16,618	17,432	18,003	18,707	18,707	18,707	18,707	18,707	18,707	18,707			18707		
y	* 25,811	*26,111	*26,387	*26,685	*27,084	27,065	27,027	27,034	27,039	27,008	27,000			*27,395		
osite	*12,707	*12,328	*13,001	*11.529	*12,158	11,250	11,476	11,185	10,967	10,783	10,694			*12,373		
ional	* 1,189	*950	*1,037	*771	*736	597	664	624	609	572	561			*729		
r	* 399	*382	*465	*464	*480	463	470	460	454	449	450			*503		
	* 178	*160	*167	*164	*157	158	157	158	157	158	149			*130		
	* 40,284	*39,931	*41,057	*39,613	*40,615	39,533	39,794	39,461	39,226	38,970	38,854			*41,130		

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources October 12, 1995

1995 10 12.

To: The Chairman and Members,
Personnel and Organization Committee,
Board of Education,
Hamilton, Ontario.

RE: REPORT ON SUPPLY TEACHER USAGE

Report: FOR INFORMATION

Supply teachers are paid on the 15th day of the month for work performed during the previous month.

As such, the information for the September report is not available until after the October 15th payroll has been completed.

The report on Supply Teacher Usage for the month of September, 1995 will be issued at the November, 1995 Personnel and Organization Meeting.

Prepared and Submitted by: Cheryl McGrimmond,
Employee Records Co-ordinator.

Approved by: Rick Binns,
Superintendent of Human Resources.

Education Centre
100 Main Street West
Hamilton, Ontario
1995 10 12

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. *PROBATIONARY STAFF APPOINTMENTS*

(b) That the following staff be appointed to the Probationary Educational and Lunchroom Assistant Staff as Educational Assistants, effective as shown, with salary according to the salary schedule:

C. Jean Tomlinson (.5), 1995 10 09
Contract Compliance
Andrea Beggs, 1995 10 16
New Position - recoverable

2. *PERMANENT STAFF APPOINTMENTS*

(a) That the following teachers be recalled and appointed to the Permanent Staff, effective 1995 09 29, with salary according to the salary schedule:

Lorenzo Binnotto (S), 3/6 (3/3 Sem. 1 only)
Virginia Brisbin (S), 1/6 (1/3 Sem. 1 only)
Contract Compliance

Confirmation

(b) That Jean McGuire be confirmed in the position of Elementary School Library Clerk (Clerical & Technical Staff), effective 1995 06 16.

3. *PROMOTIONS* - Nil

4. *INTERNAL APPOINTMENTS* - Nil

5. *TIMETABLE CHANGES*

(a) That the following timetable changes be approved, effective as shown, with salary according to the salary schedule:

Patricia Ashton (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Roger Baxter (E), .7 to 1.0, 1995 09 29
Corinne Brown (S), 3/6 to 4/6 (1/3 Sem. 1, 3/3 Sem. 2), 1995 09 29
Valerie Bryce (S), 3/6 to 4/6 (1/3 Sem. 1, 3/3 Sem. 2), 1995 09 19
Robert Bukvic (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Suzanne Contant (E), .5 to 1.0, 1995 09 29
Rita DiCenzo (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29

Caryl Durst (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Michael Elmer (E), .5 to 1.0, 1995 09 29 to 1996 08 31
Irene Eves (E), .5 to 1.0, 1995 09 29
Jeannine Falasca (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29 to F.N.
Kathryne Foster (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Vanessa Gray (E), 8 to .5, 1995 10 02
Denise Haggar (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Jane Hashimoto-Banks (E), .5 to 1.0, 1995 09 29
Patricia Jessop (E), .8 to 1.0, 1995 09 29
Rita Knapp (E), .5 to 1.0, 1995 09 29 to 1996 08 31
Victoria Kudrenski (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Melinda Lula (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Darlene McIlveen (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Angela Middaugh (S), 3/6 to 6/6 (3/3 Sem. 1 & Sem. 2). 1995 09 06
Diane Nishizaki (E), .5 to 1.0, 1995 09 29
Arleen Outlaw (E), .7 to 1.0, 1995 09 29 to 1996 08 31
Donna Prystie (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29 to F.N.
Delores Ruff (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Linda Smith (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Patricia Smith (E), .5 to .8, 1995 09 01 to 1996 08 31
Augustina Sturgess (E), .6 to .9, 1995 10 02 to 1996 08 31
Kathryn Tuite (E), .5 to 1.0, 1995 09 29
Michelle Visca (S), 4/6 to 5/6 (3/3 Sem. 1, 2/3 Sem. 2), 1995 09 29
Gloria Woodruff (E), .5 to .7, 1995 09 29

3.7 Elementary - Additional Language Grant
Contract Compliance

6. *RETIREMENTS*

(a) That the resignations of the following teachers, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

Craig Ashbaugh (E), 1996 01 31
Michael Flynn (S), 1996 01 31
Gwenda Jocelyn (S). 1996 01 31
John Smith (E), 1996 01 31
Verna Tandan (S), 1996 01 31
Lois Tymoshuk (E), 1995 12 31
Peter G. Williams (S), 1996 01 31

7. *LEAVING EMPLOYMENT* - Nil

8. *LEAVES*

Leave of Absence

(a) That the requests of the following teachers for Leaves of Absence, effective as shown, be granted:

Jennifer Beavers (E), 1995 11 20 to 1996 05 24
Nancy Cooper (E), 1995 10 30 to 1996 08 31
Jennifer McConnell (S), 1995 12 18 to 1996 06 21
Arlene Sargeant (E), 1996 01 08 to 1996 03 15
Elizabeth Sharples (E), 1995 10 02 to 1995 12 31
Ron Vine (E), 1995 10 02 to 1996 02 29

(b) That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

Jan McLarty (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 10 30 to 1996 06 30
Norma Rookwood (Secretary, Clerical & Technical Staff), 1995 11 17 to 1996 06 28

Leave Extension

(a) That the request of Marilyn M. Murray for an extension of her Leave of Absence, effective 1996 01 01 to 1996 01 31, be granted.

(b) That the request of Moira Donaldson for an extension of her Leave of Absence, effective 1995 09 11 to 1995 11 03, be granted.

Return from Leave of Absence

(a) That the following teachers be returned from their Leaves of Absence and assigned teaching duties, effective as shown:

Janice Boose (E), 1995 10 30 (1.0)
Lynette Gossen (E), 1995 11 06
Linda Rempel (E), 1995 10 02

(b) That Elaine Nowell be returned from her Leave of Absence, effective 1995 09 28.

9. OTHERS

Reciprocal Transfers

(a) (i) That the following teachers be transferred from the Elementary Panel to the Secondary Panel, effective 1995 09 01, with salary according to the salary schedule:

Harland Izatt (E)
Alison Tweedy (E)

(ii) That the following teachers be transferred from the Secondary Panel to the Elementary Panel, effective 1995 09 01, with salary according to the salary schedule:

Murray Lumley (S)
William Manson (S)

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

/dk

AGENDA

SPECIAL MEETING OF THE

PERSONNEL & ORGANIZATION COMMITTEE

1995 10 19

GENERAL

NEW BUSINESS:

1. Recommendations of the Superintendent of Human Resources

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Superintendent of Human Resources **Page 1**

Education Centre
100 Main Street West
Hamilton, Ontario
1995 10 19

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

6. *RETIREMENTS*

(a) That the resignations of the following staff for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Joseph Chapman (Caretaker, Caretaking & Maintenance Staff), 1995 10 31
Ronald Green (Site Leader, Administrative Staff), 1995 11 30

ELEMENTARY/SECONDARY

6. *RETIREMENTS*

(b) That the resignation of Gayle O'Neill, Secretary (Clerical & Technical Staff), for the purpose of retirement, effective 1995 12 31, be accepted with regret and the Board's gratuity be paid.

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1995 10 26

TO THE CHAIRMAN AND MEMBERS
PERSONNEL AND ORGANIZATION COMMITTEE
(Trustees Korz, Darby, Johnston, Mulholland, Paquin, Rodgerson and Stewart)

Ladies and Gentlemen:

Please be advised that a Special Meeting of the Personnel and Organization Committee has been scheduled for **Wednesday, 1995 11 01 at 18:15 hours prior to the Special Meeting of the Board.**

An agenda is attached.

Your attendance is requested.

Yours truly,

D. W. Goodridge
Director of Education
and Secretary

rt

Notice sent to all trustees

A G E N D A

SPECIAL MEETING OF THE

PERSONNEL & ORGANIZATION COMMITTEE

1995 11 01

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Superintendent of Human Resources **Page 1**
   [Please Note: An additional recommendation for a teacher appointment will be laid down at the meeting.]

Education Centre
100 Main Street West
Hamilton, Ontario
1995 11 01

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

3. *PROMOTIONS*

(a) (i) That Catherine Youngblud (E) be appointed to the position of Acting Principal of an Elementary School, effective 1996 01 01, with salary according to the salary schedule. **Replacement**

(ii) That the following teachers be appointed to the temporary position of Vice-Principal of an Elementary School, on an interim basis, effective as shown, with salary according to the salary schedule:

T. Charles Buttle (E), 1995 11 02
Susan Ward (E), 1996 01 01
Replacements

Respectfully submitted,

Richard W. Binns,
Superintendent of Human Resources

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 11 09

Confirmation of the minutes of the regular meeting of 1995 10 12 and special meetings of 1995 10 10 and 1995 10 19 and 1995 11 01.

GENERAL

NEW BUSINESS:

ELEMENTARY/SECONDARY

NEW BUSINESS:

Education Centre
100 Main Street West
Hamilton, Ontario
1995 11 09

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS - Nil

2. PERMANENT STAFF APPOINTMENTS - Nil

3. PROMOTIONS

(a) That Ruth Millar be appointed to the position of Assistant to the Secretary of the Board (Grade 12 - Administrative Staff), effective 1995 11 17, with salary according to the salary schedule.
Replacement

4. INTERNAL APPOINTMENTS - Nil

5. TIMETABLE CHANGES - Nil

6. RETIREMENTS

(a) That the resignation of Rosa Fama, Cleaner (Cleaning Staff) for the purpose of retirement, effective 1995 11 30, be accepted with regret.

7. LEAVING EMPLOYMENT - Nil

8. LEAVES

Leave of Absence

(a) That the request of Susan Andreychuk, Clerk (Clerical & Technical Staff) for a Leave of Absence, effective 1995 10 26 to 1996 06 30, be granted.

Return from Leave of Absence

(a) That the following staff be returned from their Leaves of Absence, effective as shown:

Lisa Anderson (Data Control Clerk, Clerical & Technical Staff), 1995 10 16
Kerry Fliss (Secretary, Clerical & Technical Staff), 1995 10 30

9. OTHERS - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUALS					1995 ACTUALS												1995
	1990	1991	1992	1993	1994	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	BUDGET
Admin & Support Staff	503.04	496.21	461.16	458.16	444.96	440.96	440.96	440.96	440.96	440.96	440.96	429.26	429.26	420.76	420.76			420.76
Co-ordinators/Consultants	64.67	55.67	51.00	50.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	24.50	24.50			24.50
Teachers - Elementary	1,629.35	1,660.75	1,657.60	1,637.75	1,580.65	1,580.65	1,580.65	1,580.65	1,581.15	1,581.15	1,581.15	1,581.15	1,581.15	1,569.95	1,569.95			1,559.65
Secondary - Composite	841.00	850.67	861.33	839.67	802.67	802.67	799.67	799.67	799.67	799.67	799.67	799.67	799.67	766.83	767.83			746.67
- Vocational	116.67	107.67	100.67	87.00	70.00	70.00	67.33	67.33	67.33	67.33	67.33	67.33	67.33	59.67	59.67			70.00
- Vanier	33.50	34.00	35.00	36.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00			33.50
Elementary TR	20.00	16.00	14.00	13.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00			9.00
Secondary TR	9.67	14.67	15.33	12.67	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.33	13.33			13.00
Lunchroom - Elementary	112.30	118.50	82.86	85.25	65.32	65.32	65.32	71.14	71.14	71.14	71.14	71.14	71.14	52.30	46.36			39.00
- Secondary	7.00	7.00	7.36	7.64	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50			4.50
- Vocational	2.14	2.00	2.00	1.71	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	0.89	0.89			1.07
Bus Supervisors	17.68	16.71	15.86	17.14	16.86	17.15	17.15	17.15	17.15	17.15	17.15	17.15	17.15					
Educational Assistants	221.50	223.50	250.50	232.17	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	233.24	233.24			232.67
Lunchroom Assistants	6.56	6.56	7.12	4.12	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.13	2.13			2.70
Ctkrs/Maint/Whs/Asbestos	220.00	219.00	214.00	213.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	188.00	186.00	186.00	186.00			187.00
Cleaners/Cooks	351.00	360.00	347.00	313.00	304.00	304.00	304.00	302.00	301.00	301.00	301.00	298.00	298.00	298.00	298.00			304.00
Recoverable-Tchrs/Other	41.25	41.75	41.05	37.55	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	45.15	45.15			41.15
- Consultants	0.33	0.33																
- Clerical	0.50																	
- Educ Assist				4.33	4.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.83	3.83			3.33
- Admin	0.50	0.50	0.50	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00			1.00
Full Time Equiv. Positions	4,198.66	4,231.49	4,164.34	4,050.66	3,875.88	3,871.17	3,865.50	3,869.32	3,868.82	3,868.82	3,868.82	3,832.12	3,830.12	3,728.08	3,723.14			3,693.50
Number Of Employees	4,805	4861	4,829	4,706	4,451	4,447	4,444	4,482	4,481	4,481	4,481	4,444	4,442	4,234	4,193			4,089
Lunchroom Enrolment	15,571	16,618	17,432	18,003	18,707	18,707	18,707	18,707	18,707	18,707	18,707			18,707	18,707			18,000
Enrolment - Elementary	* 25,811	*26,111	*26,387	*26,685	*27,084	27,065	27,027	27,034	27,039	27,008	27,000			*27,395	27,364			**27,300
- Sec Composite	*12,707	*12,328	*13,001	*11.529	*12,158	11,250	11,476	11,185	10,967	10,783	10,694			*12,343	11,919			**12,078
- Sec Vocational	* 1,189	*950	*1,037	*771	*736	597	664	624	609	572	561			*729	697			**824
- Sec Vanier	* 399	*382	*465	*464	*480	463	470	460	454	449	450			*503	496			**518
- T. R.	* 178	*160	*167	*164	*157	158	157	158	157	158	149			*160	161			**160
- TOTAL	* 40,284	*39,931	*41,057	*39,613	*40,615	39,533	39,794	39,461	39,226	38,970	38,854			*41,130	40,637			**40,880

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources November 9, 1995

REPORT OF SUPPLY TEACHER USAGE - SEPTEMBER 30, 1995

SECONDARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	16.0	249.5	10.0	9.5	4.5	0.5		17.0	291.0	301.5	47,133	48,747	95,880
FEBRUARY	19.0	26.5	454.5	9.0	5.5	3.0		1.0	41.5	514.5	398.5	62,286	55,230	117,516
MARCH	18.0	36.0	412.0	30.0	6.0	15.0		2.0	38.0	503.0	294.5	52,456	63,503	115,959
APRIL	18.0	42.0	243.5	8.0	16.0	15.5		2.0	31.5	316.5	379.0	40,216	55,983	96,199
MAY	22.0	121.0	361.0	40.0	23.0	10.0		16.0	44.0	494.0	574.0	69,438	65,017	134,455
JUNE	21.0	169.0	233.0	8.0	2.0	8.0		2.0	17.0	270.0	317.0	30,619	83,540	114,159
JULY														
AUGUST														
SEPTEMBER	18.0	21.5	239.0	2.0		9.0		0.5		250.5	219.5	31,209	21,059	52,268
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		432.0	2192.5	107.0	62.0	65.0	0.5	23.5	189.0	2639.5	2484.0	333,357	393,079	726,436
% Of Total			83.1	4.1	2.3	2.5	0.0	0.9	7.2					

ELEMENTARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	23.5	1343.0	13.0	2.0	36.5	47.0	9.5	51.5	1502.5	1503.5	207,695	155,755	363,450
FEBRUARY	20.0	40.5	1407.5	17.0	5.0	28.5	83.0	7.5	15.0	1563.5	1642.0	204,754	211,856	416,610
MARCH	16.0	30.0	992.5	3.0	5.0	40.5	80.5	9.5	44.5	1175.5	937.0	148,050	137,941	285,991
APRIL	18.0	50.5	1237.5	6.0	7.0	33.0	80.5	4.0	22.0	1390.0	1723.5	147,790	134,615	282,405
MAY	21.0	129.0	1225.0	13.0	3.0	20.0	45.5	15.0	28.5	1350.0	1575.0	163,724	150,041	313,765
JUNE	20.0	247.5	1035.5	52.0	1.0	26.5	41.0	8.5	47.0	1211.5	1189.5	128,312	133,780	262,092
JULY														
AUGUST														
SEPTEMBER	18.0	14.5	459.5	8.0			2.0	2.5		472.0	685.5	54,553	23,770	78,323
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS		535.5	7700.5	112.0	23.0	185.0	379.5	56.5	208.5	8665.0	9256.0	1,054,878	947,758	2,002,636
% Of Total			88.9	1.3	0.3	2.1	4.4	0.7	2.4					

REPORT OF SUPPLY TEACHER USAGE - SEPTEMBER 30, 1995

SECONDARY & ELEMENTARY

MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense	1995 % Spent
JANUARY	39.5	1592.5	23.0	11.5	41.0	47.5	9.5	68.5	1793.5	1805.0	254,828	204,502	459,330	
FEBRUARY	67.0	1862.0	26.0	10.5	31.5	83.0	8.5	56.5	2078.0	2040.5	267,040	267,086	534,126	
MARCH	66.0	1404.5	33.0	11.0	55.5	80.5	11.5	82.5	1678.5	1231.5	200,506	201,444	401,950	
APRIL	92.5	1481.0	14.0	23.0	48.5	80.5	6.0	53.5	1706.5	2102.5	188,006	190,598	378,604	
MAY	250.0	1586.0	53.0	26.0	30.0	45.5	31.0	72.5	1844.0	2149.0	233,162	215,058	448,220	
JUNE	416.5	1268.5	60.0	3.0	34.5	41.0	10.5	64.0	1481.5	1506.5	158,931	217,320	376,251	
JULY														
AUGUST														
SEPTEMBER	36.0	698.5	10.0			2.0	3.0		722.5	905.0	85,762	44,829	130,591	
OCTOBER														
NOVEMBER														
DECEMBER														
TOTALS	967.5	9893.0	219.0	85.0	250.0	380.0	80.0	397.5	11304.5	11740.0	1,388,235	1,340,837	2,729,072	106.0
% Of Total		87.6	1.9	0.8	2.1	3.4	0.7	3.5						

1995 BUDGET
$2,574,000

REPORT OF SUBSTITUTE CLEANER/CASUAL ASSISTANCE USAGE - 1995

MONTH	Working Days	Personal Reasons /Illness # of Days	Workers' Comp. # of Days	Extra Workload # of Days	Leaves, Vacancies *perm pay # of Days	1995 Total # of Days	1994 Total # of Days	1995 $ Expense
JANUARY	21	703	452		272	1,427	1,340	74,814
FEBRUARY	20	695	509	6	168	1,378	1,134	76,708
MARCH	23	706	584	3	236	1,529	1,495	79,601
APRIL	18	503	398		196	1,097	1,203	56,520
MAY	22	635	448		303	1,386	1,443	69,305
JUNE	22	542	535		355	1,432	1,581	62,984
JULY	20	474	544	34	94	1,146	1,370	68,017
AUGUST	22	536	556	8	170	1,270	1,534	71,995
SEPTEMBER	20	518	476		198	1,192	1,386	59,133
OCTOBER								
NOVEMBER								
DECEMBER								
TOTALS		5,312	4,502	51	1,992	11,857	12,486	$619,077

*Leaves, Vacancies - cost covered on permanent payroll

Prepared by Human Resources
November 9, 1995

1994 AND 1995 TEMPORARY ASSISTANCE EXPENDITURES

	1994 BUDGET	YTD EXPENSE AS OF DEC 31/94	1995 BUDGET	YTD EXPENSE AS OF JAN 31/95	YTD EXPENSE AS OF MAR 31/95	YTD EXPENSE AS OF JULY 31/95	YTD EXPENSE AS OF SEPT 30/95	EXPLANATION
Central Depts. & Area Offices								
- Admin. Services	8,286	18,564	20,454	2,640	7,178	23,463	23,463	Replacement for staff - Printing, Switchboard, Research
- Computer Services	69,535	44,266	50,000	5,519	28,126	29,257	31,179	IIS Project Assistance, Co-op Student
- Security/Parking			148,360	5,483	35,406	97,625	122,299	Building & Parking Security Guards
- Director's Office	3,321	1,000						
- Ed Centre (General)	1,795			317	317	317	317	Archives Researching
- Finance	8,973	5,978	84,768	554	554	22,211	27,406	Extra Assist - Acct Payable Yr. End, Provin.Grant Reports, FIS Project
- Human Resources	28,159	12,676	102,707		1,423	69,654	70,873	Tchrs Seniority Lists, Anti Racism Impl. Plan, E.I.S. Project
- Program Departments	123,473	101,718	141,575	6,091	34,823	103,957	108,083	Christie Conserv., Kit Services, Program Support Staff - Clerical Assistance Accomodation assistance, Paikin Libr. Students, Co-op Students
- Lower City Office			800			403	403	Clerical Assistance
- Mountain Office			800			440	440	Clerical Assistance
- Area 1 Office	897							
- Area 2 Office	897							
- Area 3 Office	897							
- Area 4 Office	897							
- Area 5 Office	1,436	525	1,100					
School Services								
- Student Assistance	58,327	58,356	16,000	221	11,109	14,263	18,552	Library, Textbook Student Assistance
- Elementary School Clerical	68,197	63,218	70,000	2,792	20,419	62,250	64,004	Replacement for illness. Extra Assistance - Lisgar Fire
- Secondary School Clerical	50,251	43,369	39,000	1,273	3,578	15,405	18,313	Replacement for illness
- Equipment Repair	19,741	18,714	19,000	343	9,682	28,027	33,019	Co-op Student
Regular Day School								
- Student Assistance	22,612	17,915	5,000	301	3,343	6,549	6,549	Science Lab Student Assistance, City Choir
Plant Operation	27,817	2,976			396	396	396	Replacement for illness
Plant Maintenance	26,472	18,939	900					
Other Operating	6,820	4,822		237	237	1,230	4,616	Mohawk Trail, Community School Clerk
GRAND TOTAL	**$528,803**	**$413,036**	**$700,464**	**$25,771**	**$156,591**	**$475,447**	**$529,912**	

Prepared by Human Resources
Date: November 9, 1995

Education Centre
100 Main Street West
Hamilton, Ontario
1995 11 09

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. PROBATIONARY STAFF APPOINTMENTS

(a) That Lawrence Thomas (E) be appointed to the Probationary Staff, effective 1995 12 01, with salary according to the salary schedule.
Replacement

(b) That Cory Haystead be appointed to the Probationary Educational and Lunchroom Assistant Staff as an Educational Assistant, effective 1995 11 13, with wage rate according to the Collective Agreement.
Contract Compliance

2. PERMANENT STAFF APPOINTMENTS - Nil

3. PROMOTIONS - Nil

4. INTERNAL APPOINTMENTS - Nil

5. TIMETABLE CHANGES - Nil

6. RETIREMENTS

(a) That the resignations of the following teachers, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

Alison Flynn (S), 1996 02 29
Margaret Grant (E), 1995 12 31
Jean Murray (E), 1995 12 31
Beverley Reid (S), 1996 01 31
Konstantin Roth (S), 1996 01 31
Patricia Ryckman (E), 1996 03 30
Donald Terry (S), 1996 01 31

7. LEAVING EMPLOYMENT

(a) That the date shown for the following teachers to leave the employ of the Board be approved:

Cynthia Campanella (E), 1995 12 31
Kristi Downs (E), 1995 12 31
Constance Jain (E), 1995 12 31
Andrea Kay (E), 1995 12 31

Mark Sabourin (E), 1995 12 31
Lisa Sanelli (E), 1995 12 31
Pauline Stavnitzky (S), 1995 11 06
6 Elementary Terminations
1 Secondary Resignation

8. *LEAVES*

Leave of Absence

(a) That the requests of the following teachers for Leaves of Absence, effective as shown, be granted:

Virginia Allega-DiSanza (E), 1995 12 01 to 1996 02 29
Laurie Behr (E), 1995 11 30 to 1996 06 07
Tammy Biggs (S), 1995 12 15 to 1996 08 31
Frances DiIorio (S), 1995 12 04 to 1996 03 29
Dean Huyck (S), 1995 10 23 to 1995 11 03
Karen Koop (E), 1995 12 29 to 1996 05 02
Tara Opie (E), 1995 11 01 to 1996 05 31
Maryann Rimac (E), 1995 11 06 to 1996 08 31
Maria Rikic-McCarthy (S), 1996 01 25 to 1996 08 31
Rose-anne Kimberly Watt (E), 1995 12 25 to 1996 03 29

(b) That the requests of the following staff for Leaves of Absence, effective as shown, be granted.

Jan McLarty (Educational Assistant, Educational & Lunchroom Assistant Staff), 1995 10 30 to 1996 06 30
Debbie Turner (Secretary, Clerical & Technical Staff), 1995 10 09 to 1996 04 12

Leave Extension

(a) That the request of Sandra Law (E) for an extension of her Leave of Absence, effective 1996 01 01 to 1996 12 31, be granted.

Return from Leave of Absence

(a) That the following teachers be returned from a Leave of Absence, effective as shown:

Kathy Clemett (E), 1996 01 08
Anita Darrell (S), 1995 11 01

(b) That the following staff be returned from a Leave of Absence, effective as shown:

Moira Donaldson (Administrative Assistant, Administrative Staff), 1995 11 06
Janie Jarnevich (Secretary, Secondary School Clerical & Secretarial Staff), 1995 11 20

9. *OTHERS* - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

AGENDA

PERSONNEL AND ORGANIZATION COMMITTEE

1995 12 14

Confirmation of the minutes of the regular meeting of 1995 11 09.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Workload Formula Report – **Pages 1 to 31**
2. Chart by Employee Group Outlining the Results of Downsizing of 27.4 Full–Time Equivalent Positions – **Pages 32 to 38**

NEW BUSINESS:

1. Presentation from the Hamilton and District Labour Council re Proposed Workload Formula for the Board's Caretaking Services
2. Recommendations of the Superintendent of Human Resources – **Pages 39 and 40**
3. Staffing Report – Full Time Equivalent Positions – **Page 41**
4. Report on Supply Teacher Usage – **Pages 42 and 43**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Superintendent of Human Resources – **Pages 44 to 47**
2. Report on Elementary and Secondary Enrolment and Class Size – **Pages 48 to 63**
3. Verbal Report of the Committee to Review the Current Promotion Policy and Procedures for Principals and Vice–Principals

1995 12 14

To: The Chairman & Members
Personnel and Organization Committee

From: R. W. Binns
Superintendent of Human Resources

Re: Workload Formula Report

Background:

At a special meeting of the Operations and Finance Committee on 1995 03 29, it was requested that the Board develop a new workload formula.

- It was determined that a background into how other School Boards operate their Custodial Department would be vital.
- During August, 1995, a Caretaking Services questionnaire was developed and 15 School Boards were contacted.
- The Board of Education for the City of Hamilton and the London Board of Education are similar in size, number of buildings, and student enrolment. These similarities make it possible to use the square footage per employee that the London Board of Education achieves, as a benchmark, to measure ourselves.
- From July until November, 1995, a Board Management Representative and a Union Representative jointly measured the Board's facilities net square footage for the purpose of scheduling the workload formula.
- Upon completion of the different components of the workload formula, the Union was invited to review the information and provide feedback.

Issue:

This report is designed to inform the Board as to the results derived from the Internal Workload Formula and applying the recommendations contained therein to our system.

Implications from this study are contained within recommendations reported below.

It is expected that approved recommendations from this report will be implemented by September 1, 1996.

Recommendations:

- See Appendix A

Option 1

That the Board adopt a Workload Formula reflecting an average production rate of 17,593 feet per employee. This would reflect the reduction of 82.82 FTE at an actual loss of 90 positions. This represents a realized savings of approximately $2,513,992.00 annually. ($837,997.40 Sept. - Dec. 96)

Option 2

That the Board adopt the Workload Formula over a two-year period reflecting an average production rate in Year One of 15,825 square feet per employee.

This would reduce the cleaning staff of 48.22 FTE in Year One. This represents a realized savings of approximately $1,512,541 annually ($504,180.40 Sept. - Dec. 96)

In Year Two there would be an additional reduction of 34.60 FTE. This would represent an additional realized savings of approximately $1,001,451.00 annually ($333,817.00 Sept. - Dec. 97)

Rationale:

The purpose of implementing recommendations for the Workload Formula is to provide a more efficient custodial service while maintaining quality results.

Appendix A

WORKLOAD FORMULA PROPOSAL

TABLE OF CONTENTS

COMPARISON WITH OTHER BOARDS

Fifteen other Ontario school boards were polled to compare their methods of operation with our own. The criteria for comparison was:

1. Number of schools in the system
2. Square footage in the system
3. Levels of caretakers and/or cleaners
4. Formula to determine staffing requirements
5. Student Population
6. Size of caretaking staff
7. Repairs and maintenance done by caretakers
8. Hours of work / shifts
9. Absenteeism rate
10. Use of supply staff
11. Every day or every second day cleaning
12. Use of contract cleaners

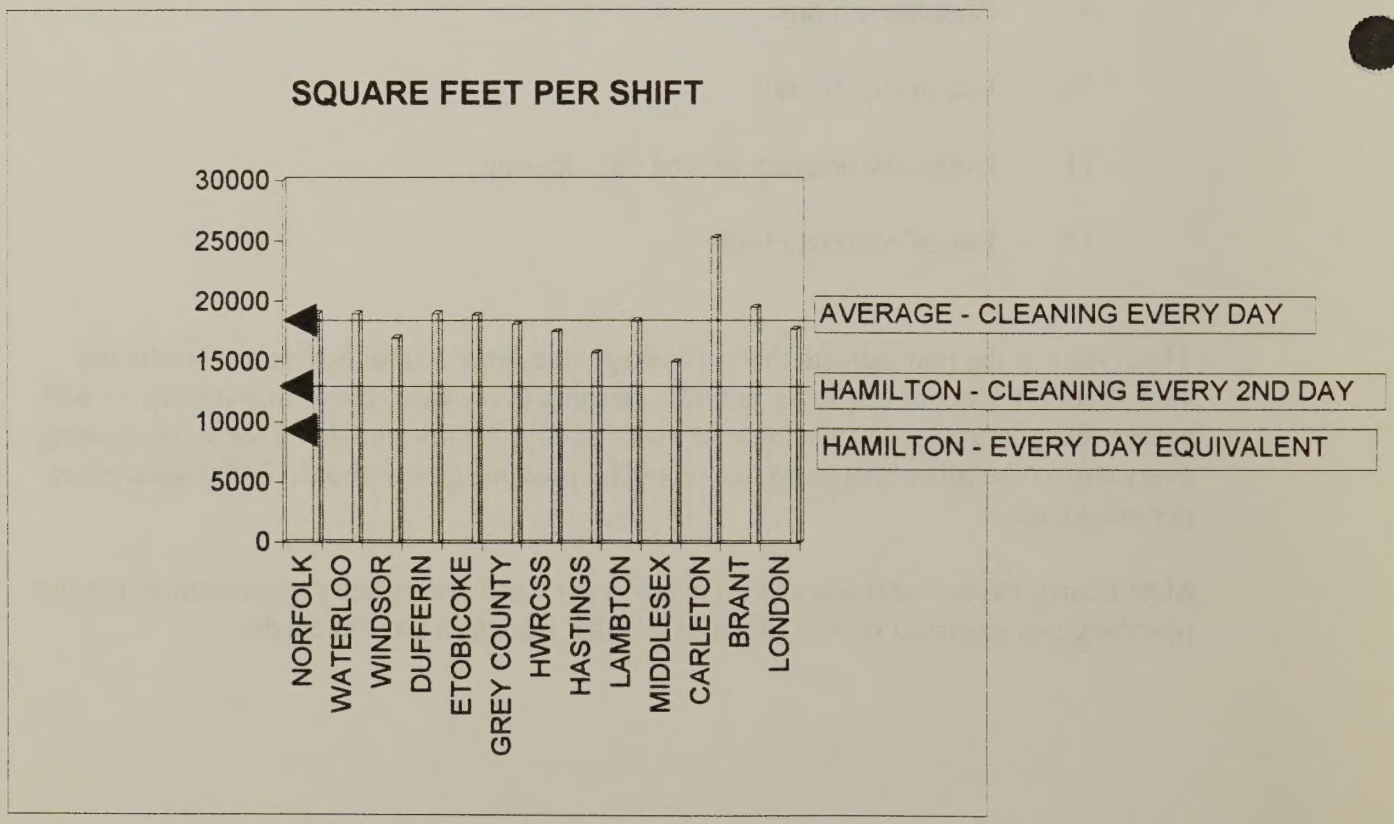
The results of the poll indicate that on average, the other school boards are producing 18,500 square feet per employee per day, cleaning every day. Hamilton produces 13,800 square feet per employee cleaning every second day. This means that if we were cleaning every day as the other boards do, we would be producing only about 10,000 square feet per employee.

Most boards expect caretakers to do minor repairs and preventative maintenance, but not plumbing and electrical repairs to the extent that Hamilton Caretakers do.

SQFT.XLS

COMPARISON OF SQUARE FEET PER SHIFT
ONTARIO SCHOOL BOARDS

SCHOOL BOARD	SQUARE FEET PER SHIFT
NORFOLK	19000
WATERLOO	19000
WINDSOR	17000
DUFFERIN	19000
ETOBICOKE	18850
GREY COUNTY	18087
HWRCSS	17500
HASTINGS	15750
LAMBTON	18400
MIDDLESEX	15000
CARLETON	25298
BRANT	19500
LONDON	17734
AVERAGE SQ FT PER SHIFT	18471
HAMILTON (PRESENT)	**13880**



COMPARISON WITH LONDON

The London Board of Education compares favourably with Hamilton in terms of size, number of buildings and student enrolment. The following is a comparison of the cleaning and maintenance expectations of the two boards.

CLEANING EXPECTATIONS

LONDON	HAMILTON
Classrooms cleaned daily, but desktops cleaned only once per week.	Classrooms including desktops cleaned every other day.
Elementary blackboards once / week.	Same.
Secondary blackboards every day.	Secondary blackboards once / wk.
All sinks cleaned every day.	Same.
Daily vacuuming of traffic areas and thorough vacuuming once per week.	Thorough vacuuming every other day.
High dusting once per month.	High dusting once per year.
Washrooms cleaned daily.	Same.
Corridors dust mopped and spot mopped daily. Washed as required.	Same.

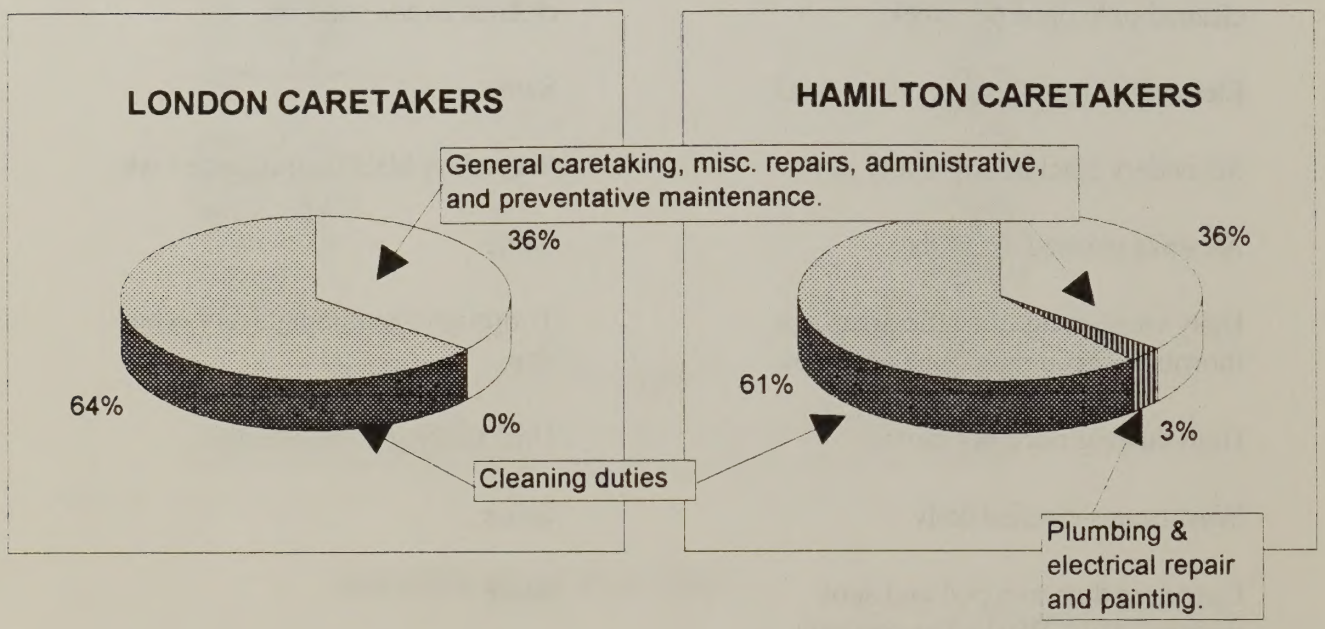
MAINTENANCE EXPECTATIONS

LONDON	HAMILTON
Filters, lubrication, preventative maintenance.	Same
Cut and trim grass, large areas done by contractors.	Same
Boiler readings, chemical tests etc.	Same
Test and inspect fire extinguishers and emergency lighting.	Same
Change lights.	Same.
Small touch up paint jobs.	Same
Minor repairs, but plumbing and electrical repairs performed by maintenance dept. (75 employees).	Minor repairs including plumbing and electrical repairs performed by caretakers.

DUTIES EXPECTED OF A GROUP CARETAKER

12/4/95

DUTIES	LONDON HRS/DAY	HAMILTON HRS/DAY
PREVENTATIVE MAINTENANCE		
ADMINISTRATIVE, MISCELLANEOUS		
GENERAL REPAIRS & CARETAKING	2.88	2.88
PLUMBING , ELECTRICAL AND PAINTING	0.00	0.21
CLEANING	5.12	4.91



PREVENTATIVE MAINTENANCE:	Maintain boilers, fans, etc. Maintain fire and boiler log books Test fire extinguisher, emergency lights
ADMINISTRATIVE:	Time sheets, RRM, SER, BTV, etc.
GENERAL REPAIRS:	Change light bulbs Misc. repairs to doors, lockers, etc.
PLUMBING & ELECTRICAL REPAIRS & PAINTING	Repair to drains, faucets, flush valves, etc. Ballasts, light switches, receptacles etc. Paint washroom stalls, cement stairs etc.
GENERAL CARETAKING:	Raise and lower flag Remove litter and glass from grounds Cut grass / shovel snow Receive and deliver supplies Spill, floods etc. Set up chairs, etc.
CLEANING:	Sweep gym, clean washrooms etc.

The London and Hamilton cleaning expectations differ only in the frequency of the cleaning. London is cleaning every day, and here at Hamilton we clean every second day. We achieve 22% less square footage per employee than London, even though we don't clean as often.

London caretakers perform preventative maintenance and small repairs the same as we do, but do not do plumbing or electrical repairs, or painting beyond minor touch ups.

CARETAKING STAFF STRUCTURE

London has 336 FTE caretaking positions. Of this, 288 are assigned to schools, 14 are unassigned mobile caretakers to replace absences, 30 are assigned to project cleaning crews and 4 are itinerant rug shampooers.

The 14 unassigned mobile caretakers perform the same job as our unassigned firemen, replacing absent caretakers.

The project cleaning crews travel from school to school doing the type of heavy cleaning that we do in the summer. This consists of stripping and waxing floors , buffing, etc.. Each elementary school gets the service of one of these crews about one night per month.

The four rug shampooers comprise 2 crews with vans specially equipped with carpet steam cleaning equipment. They move from school to school on a rotational basis.

The London Board of Education uses it s existing staff for absence replacement. They have a casual replacement pool of four. London rarely pays overtime for replacement in an elementary school, and never in a secondary school. Employees are moved around as required to perform the essential duties, and staff are pulled from the secondary schools in order to replace absences in elementary schools.

The Hamilton caretaking structure consists of 387.65 FTE caretakers and cleaners assigned to schools. There are an additional 5 unassigned firemen and 94 casual assistants used for absence replacement. Approximately 65 casual assistants are used every day.

In Hamilton, all the project cleaning takes place during the summer, March break, Christmas break, or on Professional Development days. Our carpets are also cleaned during these times. Each school has equipment for cleaning its own carpets.

FORMULA DEVELOPMENT

LONDON AS A BENCHMARK

Hamilton and London are similar in size, number of buildings and student enrolment. These similarities make it possible to use the square feet per employee that London achieves, as a benchmark to measure ourselves.

Adjustments have been made to compensate for the differences in our operations, and we have identified as a target, a level of productivity that we should be achieving. This formula is a means of achieving that target, but it is our own formula not London's.

The target is also consistent with the average square feet per employee that is being produced by the other Ontario school boards we sampled.

GROSS SQUARE FOOTAGE VS. NET SQUARE FOOTAGE

There are two different measurements for each building: the gross architectural square footage and the net cleanable square footage.

Gross architectural square footage is the total area of the building, including the thickness of exterior and interior walls, and plumbing and mechanical ducts. The gross square footage is given to us by the architect each time a school is built, or an existing building is renovated. The gross square footage is always a few thousand square feet more than the net cleanable square footage. The figure used to calculate the staffing requirements for each school is the gross square footage.

The net cleanable square footage is the area within the school that will actually be cleaned. Measurements are taken from wall to wall in each area to be cleaned. Since we don't clean mechanical ducts or the area inside the walls, these are not included in the measurement. The net cleanable square footage is used to evenly distribute the work in the school among the caretaking and cleaning staff.

The total number of staff required in each building is determined by the gross square footage. The work is then divided up among the staff based on the net square footage. This is an advantage to the employee, as the number of staff required is based on the larger number.

PLUMBING & ELECTRICAL REPAIRS AND PAINTING

A determination of the amount of time our caretakers require for plumbing, electrical and painting was made, based on analysis of the repairs made for CUPE social contract savings. The FTE required to perform these repairs was calculated and added to the Hamilton complement. This equalized the difference between the repair work that our caretakers do that London caretakers don't. Hamilton caretakers collectively do the work of 2.45 FTE for plumbing & electrical repairs and painting.
(Refer to Appendix A III)

OTHER MINOR REPAIRS

London caretakers perform general minor repairs to the building and equipment much the same as we do. They are limited somewhat in the type of repairs that they can perform, because they have a large maintenance department that is in a different union local. They are not allowed for instance, to drill a hole in a wall. This must be done by one of their carpenters.

Repair work, by its nature, is unpredictable and occurs at random. If it were possible to predict when something was going to break and how long it would take to fix, then we could accurately schedule time for the repair to be done. As it is, we take the repairs as they come, and do them as we can. Some days there might be a couple of repairs to do and on other days there will be none. Repair work in itself is a small percentage of the caretakers job.

CUPE presented a report to this committee that used five schools as examples to indicate how much contracting in savings they feel is possible. The repair request log books from these schools were examined to determine how much minor repair work is being done. The repair request log book is where the teaching and administrative staff record requests for caretaking assistance. The log books for these schools indicate that minor repair work constitutes less than one percent of the caretakers time.

Our caretakers are more versatile than the caretakers at London. We have placed fewer restrictions on what our caretakers can do, but they still have limits. Like London and many other boards, we perform the repairs that we can, and get help with the ones we can't. The difference is in the range of the repairs not the quantity.

FORMULA DERIVATION

The staffing formula is derived by applying the production London achieves as a square foot per employee, proportionately to our square footage. The FTE required for plumbing, electrical repairs and painting is added to this.

London = 5,958,500 sqft

London staff :	288 FTE	Assigned to schools
	14 FTE	Unassigned mobile caretakers
	4 FTE	Rug shampooers
	30 FTE	Project cleaning crew
	336 FTE	Total Staff

5,958,500 sqft / 336 FTE = 17,733 sqft per FTE

This square footage per employee is applied to Hamilton's square footage to determine how many FTE would be required to achieve this level of production.

Hamilton = 5,451,018 sq ft

5,451,018 sqft / 17,733 sqft per FTE = 307.39 FTE required

To this, we must add the number of FTE allocated to plumbing and electrical repairs and painting that our caretakers do, and that London caretakers do not.

307.39 FTE required
2.45 FTE for plumbing, electrical and painting

309.84 FTE total

The total square footage for the Hamilton board is then divided by the total number of FTE required to determine our target square footage per employee.

5,451,018 sqft / 309.84 FTE = 17,593 sq ft per employee

The target sqft per employee and the total number of employees required are then distributed throughout the school system. Due to an economy of scale, larger secondary schools will have a sqft per FTE number slightly over the 17,593 sqft/FTE and the elementary schools will have a figure slightly less than 17,593 applied to them. The overall average square foot per FTE and total number of employees is still maintained.

Note: Sir Allan MacNab and Highview schools are excluded from these calculations because they are cleaned by contract cleaners.

RECOMMENDATION

OPTION 1

The structure of London's caretaking operation divides the employees into four main groups:

- Those assigned to schools
- Unassigned absence replacement
- Unassigned project cleaning crews
- Unassigned rug shampoo crews

This structure is not the way we operate in Hamilton. Our recommendation is that all staff be assigned to schools. The schools receive the time that the unassigned people would spend cleaning the school as a percentage of an FTE permanently added to the school staff. The project cleaning and carpet shampooing is presently done during the summer, so the school benefits by having extra staff year round. The five unassigned firemen we presently have on staff will also be included as a percentage of an FTE assigned to each school.

We recommend that a staffing formula reflecting an average production rate of 17,593 square feet per employee be adopted.

This will result in a reduction of 82.82 FTE with an annual savings of $2,513,992

OPTION 2 - The reduction may be phased in, so that the target productivity is not reached until year two.

A significant downsizing such as this is bound to create difficulties initially. By splitting the reduction over a two year period, there will be time to adjust to the new level of production. Many employees have been working at our present level of productivity for years. We will now be asking more of them, and the extra time will help them to adapt. More notice will be available for some employees affected by the downsizing.

The target for year one is an average of 15,825 square feet per FTE.
This will result in a reduction of 48.22 FTE and an annual saving of $1,512,541 in year one.

The target for year two is an average of 17,592 square feet per FTE.
An additional reduction of 34.60 FTE and additional savings of $1,001,451 will take place in year two.

EFFECTS OF THE RECOMMENDATION

Group Caretakers:	81.00 FTE	81.00 FTE
Firemen:	24.00 FTE	24.00 FTE
Assistant Caretakers:	53.00 FTE	53.00 FTE
Cleaners:	229.67 FTE	151.85 FTE
Unassigned Firemen:	5.00 FTE	0.00 FTE
TOTAL:	392.67 FTE	309.85 FTE
Staffing Costs:	$12,023,392	$9,509,400

The recommendation will result in a reduction of : 77.82 FTE Cleaners
5 FTE Unassigned Firemen

82.82 FTE

Annual savings: $2,513,992

The new staffing formula will require that group caretakers, firemen and assistant caretakers take on a much larger portion of the cleaning than they presently do.
The old workloading system assigned boiler room time to this group of employees that may have been valid in the 1960's, but is no longer realistic in the 1990's. Presently, because we are constrained by this old system, caretakers, firemen and assistant caretakers are assigned very little cleaning.
Modern equipment and practices have greatly reduced the need for the boiler room and maintenance time needed in the past. This time will now be used for cleaning.

POTENTIAL OPERATIONAL MODIFICATIONS

In order to enhance efficiency and increase productivity, it is our aim to make modifications to the way we work . The present collective agreement prohibits us from implementing much of the following , however this will be our direction in the future:

ASSISTANT CARETAKERS

A general move toward staffing schools with assistant caretakers rather than cleaners will be gradually phased in.
The difference in wages between an assistant caretaker and a cleaner is 40 cents per hour.
Assistant caretakers are much more versatile than cleaners:

1. Assistants can perform all of the duties of a cleaner, and in addition, can do maintenance, repairs, climb ladders, shovel snow, cut grass etc.. The job description of cleaners does not include these tasks.

2. Absence replacement will be simplified. Assistant caretakers are more versatile because they have qualifications that cleaners do not.

3. Assistant caretakers are assigned locations system wide, rather than posting for a specific location. This allows us flexibility in staffing.

4. Assistant caretakers working evenings in a school eliminate overtime costs for rentals and after school functions.

All assistant caretakers work 40 hours per week. We will begin to staff schools with as many 40 hour per week shifts as practical in order to facilitate the change. This means that instead of two 20 hour positions in a school, we will schedule one 40 hour position.
As vacancies become available in schools through transfer or retirement, we will endeavour to replace the positions with assistant caretakers rather than cleaners. It is our intent that in the future, all employees will be qualified as assistant caretakers.

SHIFTS AND HOURS OF WORK

With an optimum level of staffing, it will become critical that we operate as efficiently as possible. The hours of work will have a great deal to do with how productive we are. In the secondary schools especially, this will require cleaners to work an afternoon shift.

Secondary school cleaners presently work from noon until 7:00 pm. The first half of this seven hour shift occurs when school is in session. During this time, there is a lunch period, a change of classes and school dismissal. At these times, no cleaning takes place. When classes are in session, access to areas that must be cleaned is limited to washrooms, halls and stairwells.

A more efficient approach, would be to schedule shifts to begin after school is dismissed, thereby eliminating the downtime caused by staff and students using the building at full capacity. The four secondary schools that operate night school may require some employees to work a night shift.

COMMON VACATION TIMES

When all staff are working together during the summer months, a great deal of work can be accomplished in a relatively short period of time. This is evident during March break, when generally the entire cleaning staff works together for 5 days, and accomplishes a considerable amount. During the summer, this doesn't happen. Vacation scheduling necessitates that employees are not working together as a group very often. In small schools with senior employees, it is not uncommon that one person works alone for most of the summer. This reduces productivity greatly.

Common vacation times, when the school is closed, would allow the entire staff to work together during the rest of the summer. The project cleaning would then be done quicker, safer and more efficiently.

ABSENCE REPLACEMENT

Presently, on the second day, we replace staff hour for hour when absences occur. This is not always necessary, especially for short term absences. Staff can be reassigned temporarily to cover the essential duties of the absent person.

It may also be possible to pull staff from secondary schools as replacements in elementary schools. Secondary schools generally carry more staff, making it easier to ensure that essential duties are done without the need for replacements.

Appendix AI

FROM LONDON'S OPERATIONAL PROCEDURES

OFFICE CLEANING: (DAILY)

Empty waste basket.
Damp wipe telephones, answering machines, etc.
Dust horizontal surfaces (filing cabinets, desks, window ledges, etc.).
Dust mop and spot mop tile floors.
Vacuum carpeted floors especially the traffic lanes.
Straighten furniture.
Spot clean walls and doors, particularly around light switches and door handles.
Turn off lights and lock doors.

WASHROOM CLEANING: (DAILY)

Lift all garbage.
Fill all dispensers (toilet paper, hand towels, soap, etc.).
Clean mirrors.
Clean all soap dispensers, towel dispensers, etc.
Clean all sinks and chrome.
Clean urinals and toilets.
Spot clean walls and partitions.
Sweep and wash floor.

CLASSROOMS: (DAILY)

Dust all horizontal surfaces.
Dust window sills, ensure windows are closed.
Clean graffiti from desk tops.
Empty pencil sharpeners.
Empty waste baskets.
Dust mop or vacuum entire floor surface.
Damp mop any remaining dirt or food stains etc.
Spot clean walls particularly around light switches and door frames.
Straighten furniture.
Erase blackboard.

HAMILTON'S OPERATIONAL PROCEDURES

TO DO ALL THAT IS NECESSARY TO PROPERLY CLEAN CLASSROOMS:

All carpets shall be vacuumed.
Tile floors shall be dust mopped daily and wet mopped as necessary.
Wash desk tops as necessary.
Dust or wash all counter tops, window ledges, teacher's desk(s), radiators, chalk troughs, tables etc.
Empty pencil sharpener(s).
Wipe off blackboards on cleaning night and wash once per week.
Clean any sink units and fountains in classrooms. Supply with soap and paper towels.

TO DO ALL THAT IS NECESSARY TO PROPERLY CLEAN WASHROOMS DAILY

All sinks and Bradleys shall be cleaned.
All mirrors shall be wiped clean.
All toilet bowls, bases and seats shall be washed.
All toilet stalls and walls shall be kept in clean condition and graffiti free.
All ledges and counters shall be cleaned.
All washroom floors shall be washed.
Supply all washrooms with paper towels, toilet paper or soap as required.
Remove all garbage daily and take to drop off point.

TO DO ALL THAT IS NECESSARY TO CLEAN HALLWAYS

Hall, foyer and exit floors shall be dust mopped daily. Hallway, foyer and exit floors shall be spot mopped or washed as necessary and washed at least once per week.
Fountains or sinks in hallways shall be cleaned daily.
Spot clean lockers in your area as necessary.
All glass in your area shall be cleaned as necessary.
All ledges locker tops, pictures, bulletin boards, clocks, show cases etc, shall be dusted or cleaned as necessary.

WORK SCHEDULES OF CARETAKING / CLEANING STAFF WITHIN YOUR SCHOOL MUST NOT BE ALTERED WITHOUT PRIOR AGREEMENT OF THE SITE LEADER.

Appendix AIII

PLUMBING & ELECTRICAL REPAIRS AND PAINTING

To calculate the amount of time currently being spent doing electrical & plumbing repairs and painting, the 1995 social contract data has been used.
Since the implementation of the minor plumbing and electrical training, repairs have been tracked on log sheets submitted by each school on a monthly basis. The 1995 data has been used to establish an FTE (Full Time Equivalent) that represents the time being spent doing these repairs.
There are several reasons why the 1995 data was used:

- 1995 is the most current and therefore the most up to date information.

- A survey was done on the 1991 repairs prior to the training. 1991 was chosen as the survey year because it was the best data available at the time. The survey did not take into account all repairs. (ie. repairs which C.U.P.E. could not do even with training were ignored.) Approximately 50% of the repairs in 1991 were done by the Boards own maintenance department. These were not included in the survey. The purpose of the survey was to identify training needs.

- The repair records from 1992 and 1993 were affected by the C.U.P.E. strike.

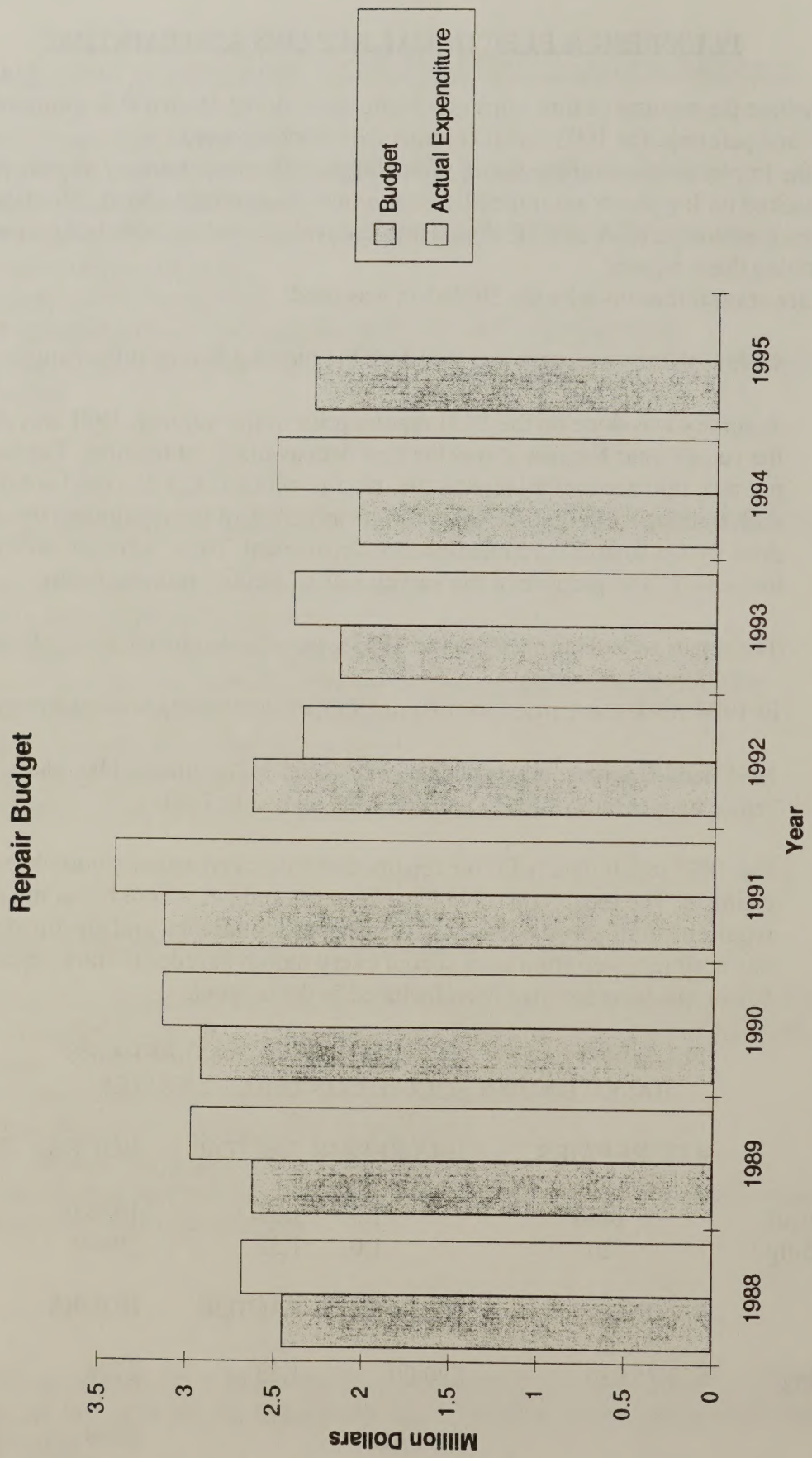
- In 1994 work was carried over from 1993, as the training was underway.

- 1991 had the largest repair budget ever. Refer to the attached bar chart. The repair budget today (1995) is 73% of the budget in 1991.

- The 1995 repair data is for the repairs that have been actually completed, not an estimate. The repairs for 1995 have been tracked per school by month as a requirement of social contract. A log sheet for plumbing and electrical repairs has been received from each school every month in order to track repairs. Minor painting has also been included in the amount.

PLUMBING, ELECTRICAL AND PAINTING REPAIRS
BASED ON 1995 SOCIAL CONTRACT FIGURES

	# OF REPAIRS	HRS/REPAIR	FACTOR	HOURS	FTE
Electrical	1470	1.0	1.33	1955.0	
Plumbing	726	1.0	1.33	966.0	
	SAVINGS	HRLY RATE	FACTOR	HOURS	
Painting	$32,753.20	$20.00	1.33	2178	
		TOTAL:		5099	2.45 FTE


Repair Budget
Budget
Actual Expenditure
Million Dollars
3.5
3
2.5
2
1.5
1
0.5
0
1988
1989
1990
1991
1992
1993
1994
1995
Year

Appendix AIV

PRESENT ANNUAL LABOUR COSTS
BASED ON CURRENT RATES OF PAY (OCTOBER 1995)

ELEMENTARY	CARETAKER	ASSISTANT	CLEANERS	HRS	SCHOOL YR	SUMMER	YEARLY	TOTAL YEARLY
A.M. CUNNINGHAM	$33,633.60		3	34.00	$62,237.34	$13,409.55	$75,646.89	$109,280.49
ADELAIDE HOODLESS	$33,633.60		3	31.50	$57,661.07	$13,409.55	$71,070.62	$104,704.22
ALLENBY	$32,988.80		2	21.00	$25,627.14	$8,939.70	$34,566.84	$67,555.64
BENNETTO	$34,216.00	$30,347.20	2	30.50	$37,220.37	$8,939.70	$46,160.07	$110,723.27
BUCHANNAN PARK	$32,988.80		2	33.25	$40,576.31	$8,939.70	$49,516.01	$82,504.81
BURKHOLDER	$32,988.80		2	35.50	$43,322.07	$8,939.70	$52,261.77	$85,250.57
CARDINAL HEIGHTS	$33,633.60		3	31.00	$56,745.81	$13,409.55	$70,155.36	$103,788.96
C.B. STIRLING	$33,633.60	$30,347.20	3	30.50	$55,830.56	$13,409.55	$69,240.11	$133,220.91
CENTENNIAL	$34,216.00		5	37.00	$112,881.45	$22,349.25	$135,230.70	$169,446.70
CENTRAL	$32,302.40		1	28.00	$17,084.76	$4,469.85	$21,554.61	$53,857.01
CHEDOKE	$33,633.60		3	37.50	$68,644.13	$13,409.55	$82,053.68	$115,687.28
DALEWOOD	$34,216.00	$30,347.20	2	35.50	$43,322.07	$8,939.70	$52,261.77	$116,824.97
			1	17.50	$10,677.98	$4,469.85	$15,147.83	$15,147.83
DR. DAVEY	$33,633.60		2	36.50	$44,542.41	$8,939.70	$53,482.11	$87,115.71
EARL KITCHENER	$33,633.60		3	37.75	$69,101.75	$13,409.55	$82,511.30	$116,144.90
EASTMOUNT	$32,988.80		1	25.00	$15,254.25	$4,469.85	$19,724.10	$52,712.90
			1	23.25	$14,186.45	$4,469.85	$18,656.30	$18,656.30
ELIZABETH BAGSHAW	$34,216.00	$30,347.20	4	35.50	$86,644.14	$17,879.40	$104,523.54	$169,086.74
FAIRFIELD	$32,988.80		1	31.00	$18,915.27	$4,469.85	$23,385.12	$56,373.92
			1	22.00	$13,423.74	$4,469.85	$17,893.59	$17,893.59
FERNWOOD PARK	$32,302.40		1	30.00	$18,305.10	$4,469.85	$22,774.95	$55,077.35
FRANKLIN ROAD	$33,633.60		3	31.25	$57,203.44	$13,409.55	$70,612.99	$104,246.59
G.L. ARMSTRONG	$34,216.00	$30,347.20	4	30.00	$73,220.40	$17,879.40	$91,099.80	$155,663.00
G.R. ALLAN	$33,633.60		3	39.50	$72,305.15	$13,409.55	$85,714.70	$119,348.30
GIBSON	$33,633.60		3	33.25	$60,864.46	$13,409.55	$74,274.01	$107,907.61
GLEN BRAE	$33,633.60		2	39.75	$48,508.52	$8,939.70	$57,448.22	$91,081.82
GLEN ECHO	$32,988.80		1	32.25	$19,677.98	$4,469.85	$24,147.83	$57,136.63
			1	20.25	$12,355.94	$4,469.85	$16,825.79	$16,825.79
GORDON PRICE	$33,633.60		3	35.25	$64,525.48	$13,409.55	$77,935.03	$111,568.63
HAMPTON HEIGHTS	$33,633.60		3	32.75	$59,949.20	$13,409.55	$73,358.75	$106,992.35
HELEN DETWILER	$33,633.60	$30,347.20	3	32.00	$58,576.32	$13,409.55	$71,985.87	$135,966.67
HESS STREET	$32,988.80		2	38.00	$46,372.92	$8,939.70	$55,312.62	$88,301.42
HIGHVIEW								
HILLCREST	$33,633.60		3	36.00	$65,898.36	$13,409.55	$79,307.91	$112,941.51
HILLSDALE	$32,988.80		2	31.25	$38,135.63	$8,939.70	$47,075.33	$80,064.13
			1	21.25	$12,966.11	$4,469.85	$17,435.96	$17,435.96
HOLBROOK	$32,988.80		2	31.00	$37,830.54	$8,939.70	$46,770.24	$79,759.04
HUNTINGTON PARK	$33,633.60		2	30.00	$36,610.20	$8,939.70	$45,549.90	$79,183.50
			1	25.00	$15,254.25	$4,469.85	$19,724.10	$19,724.10
JAMES MCDONALD	$32,988.80		2	34.25	$41,796.65	$8,939.70	$50,736.35	$83,725.15
KING GEORGE	$33,633.60		2	30.00	$36,610.20	$8,939.70	$45,549.90	$79,183.50
			1	20.00	$12,203.40	$4,469.85	$16,673.25	$16,673.25
LAKE AVENUE	$34,216.00	$30,347.20	3	37.25	$68,186.50	$13,409.55	$81,596.05	$146,159.25
LAWFIELD	$33,633.60		3	36.75	$67,271.24	$13,409.55	$80,680.79	$114,314.39
LINCOLN ALEXANDER	$34,216.00		3	31.25	$57,203.44	$13,409.55	$70,612.99	$104,828.99
LINDEN PARK	$32,988.80		1	26.25	$16,016.96	$4,469.85	$20,486.81	$53,475.61
			1	26.00	$15,864.42	$4,469.85	$20,334.27	$20,334.27
LISGAR	$33,633.60		2	30.00	$36,610.20	$8,939.70	$45,549.90	$79,183.50
			1	20.00	$12,203.40	$4,469.85	$16,673.25	$16,673.25
LLOYD GEORGE	$33,633.60		2	38.50	$46,983.09	$8,939.70	$55,922.79	$89,556.39
MEMORIAL	$34,216.00	$30,347.20	4	34.75	$84,813.63	$17,879.40	$102,693.03	$167,256.23
MOUNTVIEW	$32,988.80		2	28.00	$34,169.52	$8,939.70	$43,109.22	$76,098.02
NORWOOD PARK	$33,633.60		3	38.50	$70,474.64	$13,409.55	$83,884.19	$117,517.79
PARKDALE	$32,988.80	$30,347.20	1	30.00	$18,305.10	$4,469.85	$22,774.95	$86,110.95
PAULINE JOHNSON	$33,633.60		3	31.75	$58,118.69	$13,409.55	$71,528.24	$105,161.84
PEACE MEMORIAL	$33,633.60		3	31.50	$57,661.07	$13,409.55	$71,070.62	$104,704.22
PRINCE OF WALES	$34,216.00	$30,347.20	4	30.00	$73,220.40	$17,879.40	$91,099.80	$155,663.00
PRINCE PHILIP	$32,988.80		2	28.25	$34,474.61	$8,939.70	$43,414.31	$76,403.11
QUEEN MARY	$34,216.00		2	34.75	$42,406.82	$8,939.70	$51,346.51	$85,562.52
QUEENSDALE	$32,988.80		1	29.00	$17,694.93	$4,469.85	$22,164.78	$55,153.58
			1	24.00	$14,644.08	$4,469.85	$19,113.93	$19,113.93

QUEEN VICTORIA	$32,988.80		2	31.25	$38,135.63	$8,939.70	$47,075.33	$80,064.13
R.A. RIDDELL	$34,216.00	$30,347.20	5	34.00	$103,728.90	$22,349.25	$126,078.15	$190,641.35
RED HILL	$32,988.80		1	33.50	$20,440.70	$4,469.85	$24,910.55	$57,899.35
			1	22.50	$13,728.83	$4,469.85	$18,198.68	$18,198.68
RICHARD BEASLEY	$32,988.80		2	33.75	$41,186.48	$8,939.70	$50,126.18	$83,114.98
RIDGEMOUNT	$32,988.80		2	30.25	$36,915.29	$8,939.70	$45,854.99	$78,843.79
ROBERT LAND	$33,633.60	$30,347.20	1	31.00	$18,915.27	$4,469.85	$23,385.12	$87,365.92
			1	15.00	$9,152.55	$4,469.85	$13,622.40	$13,622.40
			1	13.00	$7,932.21	$4,469.85	$12,402.06	$12,402.06
ROSEDALE	$32,988.80		2	20.00	$24,406.80	$8,939.70	$33,346.50	$66,335.30
ROXBOROUGH PARK	$32,988.80		1	31.25	$19,067.81	$4,469.85	$23,537.66	$56,526.46
			2	25.00	$30,508.50	$8,939.70	$39,448.20	$39,448.20
RYCKMANS CORNERS	$32,302.40		1	20.25	$12,355.94	$4,469.85	$16,825.79	$49,128.19
RYERSON	$33,633.60	$30,347.20	2	29.00	$35,389.86	$8,939.70	$44,329.56	$108,310.36
SANFORD AVENUE	$34,216.00	$30,347.20	5	36.00	$109,830.60	$22,349.25	$132,179.85	$196,743.05
SENECA	$32,988.80		2	34.75	$42,406.82	$8,939.70	$51,346.51	$84,335.32
SHERWOOD HEIGHTS	$32,988.80		2	24.00	$29,288.16	$8,939.70	$38,227.86	$71,216.66
SIR ISAAC BROCK	$32,988.80		2	31.00	$37,830.54	$8,939.70	$46,770.24	$79,759.04
SIR WILFRED LAURIER	$34,216.00	$30,347.20	4	35.00	$85,423.80	$17,879.40	$103,303.20	$167,866.40
STINSON STREET	$33,633.60		2	33.00	$40,271.22	$8,939.70	$49,210.92	$82,844.52
STRATHCONA	$32,988.80		2	21.50	$26,237.31	$8,939.70	$35,177.01	$68,165.81
THORNBRAE	$32,988.80		2	38.25	$46,678.00	$8,939.70	$55,617.70	$88,606.51
TWEEDSMUIR	$33,633.60		3	36.50	$66,813.62	$13,409.55	$80,223.17	$113,856.77
VERN AMES	$32,988.80		1	31.50	$19,220.36	$4,469.85	$23,690.21	$56,679.00
			1	22.00	$13,423.74	$4,469.85	$17,893.59	$17,893.59
VISCOUNT MONTGOMERY	$33,633.60		3	34.75	$63,610.22	$13,409.55	$77,019.77	$110,653.37
W.H. BALLARD	$34,216.00	$30,347.20	5	32.50	$99,152.63	$22,349.25	$121,501.88	$186,065.08
WESTVIEW	$33,633.60		2	35.50	$43,322.07	$8,939.70	$52,261.77	$85,895.37
			1	18.75	$11,440.69	$4,469.85	$15,910.54	$15,910.54
WESTWOOD	$32,988.80		1	31.00	$18,915.27	$4,469.85	$23,385.12	$56,373.92
			2	25.75	$31,423.76	$8,939.70	$40,363.46	$40,363.46
WOODWARD	$32,988.80		2	25.85	$31,545.79	$8,939.70	$40,485.49	$73,474.29

VOCATIONAL	CARETAKER	ASSISTANT	CLEANERS	HRS	SCHOOL YR	SUMMER	ANNUAL	TOTAL
CALEDON	$34,216.00	$30,347.20	3	30	$54,915.30	$13,409.55	$68,324.85	$132,888.05
CRESTWOOD	$32,988.80		2	31.5	$38,440.71	$8,939.70	$47,380.41	$80,369.21
PARKVIEW	$34,216.00	$30,347.20	4	35	$85,423.80	$17,879.40	$103,303.20	$167,866.40
			1	15	$9,152.55	$4,469.85	$13,622.40	$13,622.40
BRIARWOOD	$34,216.00	$30,347.20	4	31.75	$77,491.59	$17,879.40	$95,370.99	$159,934.19
G.P. VANIER	$34,216.00	$60,694.40	3	39.5	$72,305.15	$13,409.55	$85,714.70	$180,625.10

SECONDARY	FIREMEN	ASSISTANTS	CLEANERS	HRS	SCHOOL YR	SUMMER	ANNUAL	TOTAL
BARTON	$62,816.00	$60,694.40	5	35.00	$106,779.75	$22,349.25	$129,129.00	$252,639.40
DELTA	$62,816.00	$91,041.60	10	35.00	$213,559.50	$44,698.50	$258,258.00	$412,115.60
GLENDALE	$62,816.00	$60,694.40	5	35.00	$106,779.75	$22,349.25	$129,129.00	$252,639.40
			1	21.00	$12,813.57	$4,469.85	$17,283.42	$17,283.42
HILL PARK	$62,816.00	$91,041.60	6	35	$128,135.70	$26,819.10	$154,954.80	$308,812.40
			1	16.5	$10,067.81	$4,469.85	$14,537.66	$14,537.66
SCOTT PARK	$62,816.00	$60,694.40	7	35.00	$149,491.65	$31,288.95	$180,780.60	$304,291.00
SHERWOOD	$62,816.00	$60,694.40	5	35.00	$106,779.75	$22,349.25	$129,129.00	$252,639.40
SIR ALLAN MACNAB								
SIR JOHN A MACDONALD	$62,816.00	$91,041.60	7	35.00	$149,491.65	$31,288.95	$180,780.60	$334,638.20
SIR WINSTON CHURCHILL	$62,816.00	$91,041.60	4	35.00	$85,423.80	$17,879.40	$103,303.20	$257,160.80
			1	32.00	$19,525.44	$4,469.85	$23,995.29	$23,995.29
WESTDALE	$62,816.00	$91,041.60	10	35.00	$213,559.50	$44,698.50	$258,258.00	$412,115.60
WESTMOUNT	$62,816.00	$91,041.60	5	35.00	$106,779.75	$22,349.25	$129,129.00	$282,986.60
			1	32.00	$19,525.44	$4,469.85	$23,995.29	$23,995.29
EDUCATION CENTRE	$62,816.00	$91,041.60	5	30.00	$91,525.50	$19,156.50	$110,682.00	$264,539.60

TOTAL ANNUAL LABOUR COST **$11,866,352.63**

Direct hourly wage costs not including shift premiums or benefits

Appendix AV

STAFFING BREAKDOWN BY LOCATION - OPTION ONE
BASED ON GROSS SQUARE FOOTAGE AND 8 HRS PER FTE

BUILDING	AREA	PRESENT FTE	PROPOSED FTE	DIFFERENCE FTE
A.M. CUNNINGHAM	41398	3.55	2.60	0.95
ADELAIDE HOODLESS	65018	3.36	4.08	-0.72
ALLENBY	27753	2.05	1.74	0.31
BENNETTO	44139	3.53	2.77	0.76
BUCHANNAN PARK	22771	2.66	1.50	1.16
BURKHOLDER	34650	2.78	2.17	0.61
CARDINAL HEIGHTS	40681	3.33	2.55	0.78
C.B. STIRLING	52163	4.29	3.27	1.02
CENTENNIAL	60241	5.63	3.78	1.85
CENTRAL	21230	1.70	1.50	0.20
CHEDOKE	49138	3.81	3.08	0.73
DALEWOOD	61426	4.21	3.85	0.36
DR. DAVEY	39000	2.83	2.45	0.38
EARL KITCHENER	51266	3.81	3.21	0.60
EASTMOUNT	29196	2.21	1.83	0.38
ELIZABETH BAGSHAW	88550	5.55	5.55	0.00
FAIRFIELD	31176	2.32	1.95	0.37
FERNWOOD PARK	21485	1.75	1.50	0.25
FRANKLIN ROAD	37416	3.34	2.35	0.99
G.L. ARMSTRONG	58846	5.00	3.69	1.31
G.R. ALLAN	54110	3.96	3.39	0.57
GIBSON	49534	3.49	3.11	0.38
GLEN BRAE	37934	2.99	2.38	0.61
GLEN ECHO	28270	2.31	1.77	0.54
GORDON PRICE	44627	3.64	2.80	0.84
HAMPTON HEIGHTS	39102	3.55	2.45	1.10
HELEN DETWILER	55837	4.40	3.50	0.90
HESS STREET	37885	2.90	2.38	0.52
HIGHVIEW				
HILLCREST	48389	3.70	3.03	0.67
HILLSDALE	37052	3.09	2.32	0.77
HOLBROOK	31284	2.55	1.96	0.59
HUNTINGTON PARK	35010	3.13	2.19	0.94
JAMES MCDONALD	31470	2.71	1.97	0.74
KING GEORGE	53614	3.00	3.36	-0.36
LAKE AVENUE	57763	4.79	3.62	1.17
LAWFIELD	40219	3.76	2.52	1.24
LINCOLN ALEXANDER	36289	3.34	2.28	1.06
LINDEN PARK	28187	2.30	1.77	0.53
LISGAR	33880	3.00	2.12	0.88
LLOYD GEORGE	42534	2.93	2.67	0.26
MEMORIAL	94078	5.89	5.90	-0.01
MOUNTVIEW	26346	2.40	1.65	0.75
NORWOOD PARK	41587	4.08	2.61	1.47
PARKDALE	42658	2.75	2.67	0.08
PAULINE JOHNSON	35900	3.38	2.25	1.13
PEACE MEMORIAL	47656	3.36	2.99	0.37
PRINCE OF WALES	72000	5.00	4.51	0.49
PRINCE PHILIP	29147	2.41	1.83	0.58
QUEEN MARY	50000	2.74	3.13	-0.39

	AREA	PRESENT		DIFFERENCE
QUEENSDALE	30198	2.33	1.89	0.44
QUEEN VICTORIA	28665	2.56	1.80	0.76
R.A. RIDDELL	66296	6.25	4.16	2.09
RED HILL	29388	2.40	1.84	0.56
RICHARD BEASLEY	30485	2.69	1.91	0.78
RIDGEMOUNT	27702	2.51	1.74	0.77
ROBERT LAND	48467	3.48	3.04	0.44
ROSEDALE	20958	2.00	1.50	0.50
ROXBOROUGH PARK	34719	3.03	2.18	0.85
RYCKMAN'S CORNERS	15933	1.51	1.50	0.01
RYERSON	36199	3.45	2.27	1.18
SANFORD AVENUE	89540	6.50	5.61	0.89
SENECA	33798	2.74	2.12	0.62
SHERWOOD HEIGHTS	25330	2.20	1.59	0.61
SIR ISAAC BROCK	28216	2.55	1.77	0.78
SIR WILFRED LAURIER	83423	5.50	5.23	0.27
STINSON STREET	55919	4.22	3.51	0.71
STRATHCONA	26596	2.08	1.67	0.41
THORNBRAE	27380	2.91	1.72	1.19
TWEEDSMUIR	52060	3.74	3.26	0.48
VERN AMES	27863	2.34	1.75	0.59
VISCOUNT MONTGOMERY	51308	3.61	3.22	0.39
W.H. BALLARD	90856	6.06	5.70	0.36
WESTVIEW	39639	3.24	2.49	0.75
WESTWOOD	33226	3.06	2.08	0.98
WOODWARD AVENUE	24523	2.29	1.54	0.75
BARTON	151198	8.38	7.17	1.21
CALEDON	69794	4.25	3.31	0.94
CRESTWOOD	27617	2.58	1.73	0.85
DELTA	260000	13.75	12.32	1.43
G.P. VANIER	77600	5.96	3.68	2.28
GLENDALE	152024	8.90	7.20	1.70
HILL PARK	166558	10.66	7.89	2.77
PARKVIEW	70370	5.88	3.34	2.54
SCOTT PARK	179000	10.13	8.48	1.65
SHERWOOD	181000	8.38	8.58	-0.20
SIR ALLAN MACNAB				
SIR JOHN A MACDONALD	190040	11.13	9.01	2.12
SIR WINSTON CHURCHILL	174475	9.30	8.27	1.03
WESTDALE	239424	13.75	11.35	2.40
WESTMOUNT	147211	10.18	6.98	3.20
BRIARWOOD	69115	5.18	4.33	0.85
EDUCATION CENTRE	97000	8.75	4.60	4.15
TOTAL:	5451018	387.67	309.85	82.82
UNASSIGNED FIREMEN:		5.00		
SQUARE FEET PER FTE		13882	17592	

OPTION1$.WKS

PROPOSED ANNUAL LABOUR COST OF OPTION 1
BASED ON CURRENT RATES OF PAY (OCTOBER 1995)

ELEMENTARY	REQUIRED FTE	CARETAKER	ASSISTANT	CLEANERS	TOTAL ANNUAL
A.M. CUNNINGHAM	2.6	$33,633.60		$47,224.32	$80,857.92
ADELAIDE HOODLESS	4.08	$33,633.60		$90,906.82	$124,540.42
ALLENBY	1.74	$32,988.80		$21,841.25	$54,830.05
BENNETTO	2.77	$34,216.00	$30,347.20	$22,726.70	$87,289.90
BUCHANNAN PARK	1.5	$32,988.80		$14,757.60	$47,746.40
BURKHOLDER	2.17	$32,988.80		$34,532.78	$67,521.58
CARDINAL HEIGHTS	2.55	$33,633.60		$45,748.56	$79,382.16
C.B. STIRLING	3.27	$33,633.60	$30,347.20	$37,484.30	$101,465.10
CENTENNIAL	3.78	$34,216.00		$82,052.26	$116,268.26
CENTRAL	1.5	$32,302.40		$14,757.60	$47,060.00
CHEDOKE	3.08	$33,633.60		$61,391.62	$95,025.22
DALEWOOD	3.85	$34,216.00	$30,347.20	$54,603.12	$119,166.32
DR. DAVEY	2.45	$33,633.60		$42,797.04	$76,430.64
EARL KITCHENER	3.21	$33,633.60		$65,228.59	$98,862.19
EASTMOUNT	1.83	$32,988.80		$24,497.62	$57,486.42
ELIZABETH BAGSHAW	5.55	$34,216.00	$30,347.20	$104,778.96	$169,342.16
FAIRFIELD	1.95	$32,988.80		$28,039.44	$61,028.24
FERNWOOD PARK	1.5	$32,302.40		$14,757.60	$47,060.00
FRANKLIN ROAD	2.35	$33,633.60		$39,845.52	$73,479.12
G.L. ARMSTRONG	3.69	$34,216.00	$30,347.20	$49,880.69	$114,443.89
G.R. ALLAN	3.39	$33,633.60		$70,541.33	$104,174.93
GIBSON	3.11	$33,633.60		$62,277.07	$95,910.67
GLEN BRAE	2.38	$33,633.60		$40,730.98	$74,364.58
GLEN ECHO	1.77	$32,988.80		$22,726.70	$55,715.50
GORDON PRICE	2.8	$33,633.60		$53,127.36	$86,760.96
HAMPTON HEIGHTS	2.45	$33,633.60		$42,797.04	$76,430.64
HELEN DETWILER	3.5	$33,633.60	$30,347.20	$44,272.80	$108,253.60
HESS STREET	2.38	$32,988.80		$40,730.98	$73,719.78
HIGHVIEW					
HILLCREST	3.03	$33,633.60		$59,915.86	$93,549.46
HILLSDALE	2.32	$32,988.80		$38,960.06	$71,948.86
HOLBROOK	1.96	$32,988.80		$28,334.59	$61,323.39
HUNTINGTON PARK	2.19	$33,633.60		$35,123.09	$68,756.69
JAMES MCDONALD	1.97	$32,988.80		$28,629.74	$61,618.54
KING GEORGE	3.36	$33,633.60		$69,655.87	$103,289.47
LAKE AVENUE	3.62	$34,216.00	$30,347.20	$47,814.62	$112,377.82
LAWFIELD	2.52	$33,633.60		$44,863.10	$78,496.70
LINCOLN ALEXANDER	2.28	$34,216.00		$37,779.46	$71,995.46
LINDEN PARK	1.77	$32,988.80		$22,726.70	$55,715.50
LISGAR	2.12	$33,633.60		$33,057.02	$66,690.62
LLOYD GEORGE	2.67	$33,633.60		$49,290.38	$82,923.98
MEMORIAL	5.9	$34,216.00	$30,347.20	$115,109.28	$179,672.48
MOUNTVIEW	1.65	$32,988.80		$19,184.88	$52,173.68
NORWOOD PARK	2.61	$33,633.60		$47,519.47	$81,153.07
PARKDALE	2.67	$32,988.80	$30,347.20	$19,775.18	$83,111.18
PAULINE JOHNSON	2.25	$33,633.60		$36,894.00	$70,527.60
PEACE MEMORIAL	2.99	$33,633.60		$58,735.25	$92,368.85
PRINCE OF WALES	4.51	$34,216.00	$30,347.20	$74,083.15	$138,646.35

OPTION1$.WKS

PRINCE PHILIP	1.83	$32,988.80		$24,497.62	$57,486.42
QUEEN MARY	3.13	$34,216.00		$62,867.38	$97,083.38
QUEENSDALE	1.89	$32,988.80		$26,268.53	$59,257.33
QUEEN VICTORIA	1.8	$32,988.80		$23,612.16	$56,600.96
R.A. RIDDELL	4.16	$34,216.00	$30,347.20	$63,752.83	$128,316.03
RED HILL	1.84	$32,988.80		$24,792.77	$57,781.57
RICHARD BEASLEY	1.91	$32,988.80		$26,858.83	$59,847.63
RIDGEMOUNT	1.74	$32,988.80		$21,841.25	$54,830.05
ROBERT LAND	3.04	$33,633.60	$30,347.20	$30,695.81	$94,676.61
ROSEDALE	1.5	$32,988.80		$14,757.60	$47,746.40
ROXBOROUGH PARK	2.18	$32,988.80		$34,827.94	$67,816.74
RYCKMANS CORNERS	1.5	$32,302.40		$14,757.60	$47,060.00
RYERSON	2.27	$33,633.60	$30,347.20	$7,969.10	$71,949.90
SANFORD AVENUE	5.61	$34,216.00	$30,347.20	$106,549.87	$171,113.07
SENECA	2.12	$32,988.80		$33,057.02	$66,045.82
SHERWOOD HEIGHTS	1.59	$32,988.80		$17,413.97	$50,402.77
SIR ISAAC BROCK	1.77	$32,988.80		$22,726.70	$55,715.50
SIR WILFRED LAURIER	5.23	$34,216.00	$30,347.20	$95,334.10	$159,897.30
STINSON STREET	3.51	$33,633.60		$74,083.15	$107,716.75
STRATHCONA	1.67	$32,988.80		$19,775.18	$52,763.98
THORNBRAE	1.72	$32,988.80		$21,250.94	$54,239.74
TWEEDSMUIR	3.26	$33,633.60		$66,704.35	$100,337.95
VERN AMES	1.75	$32,988.80		$22,136.40	$55,125.20
VISCOUNT MONTGOMERY	3.22	$33,633.60		$65,523.74	$99,157.34
W.H. BALLARD	5.7	$34,216.00	$30,347.20	$109,206.24	$173,769.44
WESTVIEW	2.49	$33,633.60		$43,977.65	$77,611.25
WESTWOOD	2.08	$32,988.80		$31,876.42	$64,865.22
WOODWARD	1.54	$32,988.80		$15,938.21	$48,927.01

OPTION1$.WKS

VOCATIONAL		CARETAKER	ASSISTANT	CLEANERS	TOTAL ANNUAL
CALEDON	3.31	$34,216.00	$30,347.20	$38,664.91	$103,228.11
CRESTWOOD	1.73	$32,988.80		$21,546.10	$54,534.90
PARKVIEW	3.34	$34,216.00	$30,347.20	$39,550.37	$104,113.57
G.P. VANIER	3.68	$34,216.00	$30,347.20	$49,585.54	$114,148.74
BRIARWOOD	4.33	$34,216.00	$30,347.20	$68,770.42	$133,333.62

SECONDARY		FIREMEN	ASSISTANTS	CLEANERS	TOTAL ANNUAL
BARTON	7.17	$31,408.00	$30,347.20	$152,593.58	$214,348.78
DELTA	12.32	$31,408.00	$30,347.20	$304,596.86	$366,352.06
GLENDALE	7.2	$31,408.00	$30,347.20	$153,479.04	$215,234.24
SCOTT PARK	8.48	$31,408.00	$30,347.20	$191,258.50	$253,013.70
SHERWOOD	8.58	$31,408.00	$30,347.20	$194,210.02	$255,965.22
HILL PARK	7.89	$31,408.00	$30,347.20	$173,844.53	$235,599.73
SIR JOHN A MACDONALD	9.01	$31,408.00	$30,347.20	$206,901.55	$268,656.75
SIR WINSTON CHURCHILL	8.27	$31,408.00	$30,347.20	$185,060.30	$246,815.50
WESTDALE	11.35	$31,408.00	$30,347.20	$275,967.12	$337,722.32
WESTMOUNT	6.98	$31,408.00	$30,347.20	$146,985.70	$208,740.90
EDUCATION CENTRE	4.6	$31,408.00	$30,347.20	$76,739.52	$138,494.72

LABOUR COST OF STAFF ASSIGNED TO SCHOOLS: $9,509,400.58

Based on hourly wage costs not including shift premiums or benefits.

Appendix AVII

STAFFING BREAKDOWN BY LOCATION - OPTION TWO
BASED ON GROSS SQUARE FOOTAGE AND 8HRS PER FTE

BUILDING	AREA	PRESENT FTE	**PROPOSED YEAR ONE**	REDUCTION YEAR ONE	**PROSPOSED YEAR TWO**	REDUCTION YEAR TWO
A.M. CUNNINGHAM	41398	3.55	2.96	0.59	2.60	0.36
ADELAIDE HOODLESS	65018	3.36	4.08	-0.72	4.08	0.00
ALLENBY	27753	2.05	1.98	0.07	1.74	0.24
BENNETTO	44139	3.53	3.15	0.38	2.77	0.39
BUCHANNAN PARK	22771	2.66	1.63	1.03	1.50	0.13
BURKHOLDER	34650	2.78	2.48	0.31	2.17	0.30
CARDINAL HEIGHTS	40681	3.33	2.91	0.42	2.55	0.36
C.B. STIRLING	52163	4.29	3.73	0.56	3.27	0.46
CENTENNIAL	60241	5.63	4.30	1.33	3.78	0.53
CENTRAL	21230	1.70	1.52	0.18	1.50	0.02
CHEDOKE	49138	3.81	3.51	0.30	3.08	0.43
DALEWOOD	61426	4.21	4.21	0.00	3.85	0.36
DR. DAVEY	39000	2.83	2.79	0.04	2.45	0.34
EARL KITCHENER	51266	3.81	3.66	0.15	3.21	0.45
EASTMOUNT	29196	2.21	2.09	0.12	1.83	0.25
ELIZABETH BAGSHAW	88550	5.55	5.55	0.00	5.55	0.00
FAIRFIELD	31176	2.32	2.23	0.09	1.95	0.27
FERNWOOD PARK	21485	1.75	1.53	0.22	1.50	0.03
FRANKLIN ROAD	37416	3.34	2.67	0.67	2.35	0.33
G.L. ARMSTRONG	58846	5.00	4.20	0.80	3.69	0.51
G.R. ALLAN	54110	3.96	3.87	0.09	3.39	0.47
GIBSON	49534	3.49	3.49	0.00	3.11	0.38
GLEN BRAE	37934	2.99	2.71	0.28	2.38	0.33
GLEN ECHO	28270	2.31	2.02	0.29	1.77	0.25
GORDON PRICE	44627	3.64	3.19	0.45	2.80	0.39
HAMPTON HEIGHTS	39102	3.55	2.79	0.76	2.45	0.34
HELEN DETWILER	55837	4.40	3.99	0.41	3.50	0.49
HESS STREET	37885	2.90	2.71	0.19	2.38	0.33
HIGHVIEW						
HILLCREST	48389	3.70	3.46	0.24	3.03	0.42
HILLSDALE	37052	3.09	2.65	0.44	2.32	0.32
HOLBROOK	31284	2.55	2.23	0.32	1.96	0.27
HUNTINGTON PARK	35010	3.13	2.50	0.63	2.19	0.31
JAMES MCDONALD	31470	2.71	2.25	0.46	1.97	0.27
KING GEORGE	53614	3.00	3.36	-0.36	3.36	0.00
LAKE AVENUE	57763	4.79	4.13	0.66	3.62	0.50
LAWFIELD	40219	3.76	2.87	0.89	2.52	0.35
LINCOLN ALEXANDER	36289	3.34	2.59	0.75	2.28	0.32
LINDEN PARK	28187	2.30	2.01	0.29	1.77	0.25
LISGAR	33880	3.00	2.42	0.58	2.12	0.30
LLOYD GEORGE	42534	2.93	2.93	0.00	2.67	0.26
MEMORIAL	94078	5.89	5.90	-0.01	5.90	0.00
MOUNTVIEW	26346	2.40	1.88	0.52	1.65	0.23
NORWOOD PARK	41587	4.08	2.97	1.11	2.61	0.36
PARKDALE	42658	2.75	2.75	0.00	2.67	0.08
PAULINE JOHNSON	35900	3.38	2.56	0.82	2.25	0.31
PEACE MEMORIAL	47656	3.36	3.36	0.00	2.99	0.37
PRINCE OF WALES	72000	5.00	5.00	0.00	4.51	0.49
PRINCE PHILIP	29147	2.41	2.08	0.33	1.83	0.25
QUEEN MARY	50000	2.74	3.13	-0.39	3.13	0.00

OPTION2.WKS

	AREA	PRESENT	YEAR ONE	REDUCTION	YEAR TWO	REDUCTION
QUEENSDALE	30198	2.33	2.16	0.17	1.89	0.26
QUEEN VICTORIA	28665	2.56	2.05	0.51	1.80	0.25
R.A. RIDDELL	66296	6.25	4.74	1.51	4.16	0.58
RED HILL	29388	2.40	2.10	0.30	1.84	0.26
RICHARD BEASLEY	30485	2.69	2.18	0.51	1.91	0.27
RIDGEMOUNT	27702	2.51	1.98	0.53	1.74	0.24
ROBERT LAND	48467	3.48	3.46	0.02	3.04	0.42
ROSEDALE	20958	2.00	1.50	0.50	1.50	0.00
ROXBOROUGH PARK	34719	3.03	2.48	0.55	2.18	0.30
RYCKMAN'S CORNERS	15933	1.51	1.50	0.01	1.50	0.00
RYERSON	36199	3.45	2.59	0.86	2.27	0.32
SANFORD AVENUE	89540	6.50	6.40	0.10	5.61	0.78
SENECA	33798	2.74	2.41	0.33	2.12	0.30
SHERWOOD HEIGHTS	25330	2.20	1.81	0.39	1.59	0.22
SIR ISAAC BROCK	28216	2.55	2.02	0.53	1.77	0.25
SIR WILFRED LAURIER	83423	5.50	5.50	0.00	5.23	0.27
STINSON STREET	55919	4.22	3.99	0.23	3.51	0.49
STRATHCONA	26596	2.08	1.90	0.18	1.67	0.23
THORNBRAE	27380	2.91	1.96	0.95	1.72	0.24
TWEEDSMUIR	52060	3.74	3.72	0.02	3.26	0.45
VERN AMES	27863	2.34	1.99	0.35	1.75	0.24
VISCOUNT MONTGOMERY	51308	3.61	3.61	0.00	3.22	0.39
W.H. BALLARD	90856	6.06	6.06	0.00	5.70	0.36
WESTVIEW	39639	3.24	2.83	0.41	2.49	0.35
WESTWOOD	33226	3.06	2.37	0.69	2.08	0.29
WOODWARD AVENUE	24523	2.29	1.75	0.54	1.54	0.21
BARTON	151198	8.38	8.04	0.34	7.17	0.88
CALEDON	69794	4.25	3.71	0.54	3.31	0.40
CRESTWOOD	27617	2.58	1.97	0.61	1.73	0.24
DELTA	260000	13.75	13.75	0.00	12.32	1.43
G.P. VANIER	77600	5.96	4.13	1.83	3.68	0.45
GLENDALE	152024	8.90	8.09	0.81	7.20	0.88
HILL PARK	166558	10.66	8.86	1.80	7.89	0.97
PARKVIEW	70370	5.88	3.74	2.14	3.34	0.41
SCOTT PARK	179000	10.13	9.52	0.61	8.48	1.04
SHERWOOD	181000	8.38	8.58	-0.20	8.58	0.00
SIR ALLAN MACNAB						
SIR JOHN A MACDONALD	190040	11.13	10.11	1.02	9.01	1.10
SIR WINSTON CHURCHILL	174475	9.30	9.28	0.02	8.27	1.01
WESTDALE	239424	13.75	12.74	1.01	11.35	1.39
WESTMOUNT	147211	10.18	7.83	2.35	6.98	0.85
BRIARWOOD	69115	5.18	4.94	0.24	4.33	0.60
EDUCATION CENTRE	97000	8.75	5.16	3.59	4.60	0.56
TOTAL:	5451018	387.67	344.45	**43.22**	309.85	**34.60**
UNASSIGNED FIREMEN:		5.00				
SQUARE FEET PER FTE		13882	15825		17592	

OPTION2$.WKS

Appendix AVIII

PROPOSED ANNUAL LABOUR COST OF OPTION 2 YEAR ONE
BASED ON CURRENT RATES OF PAY (OCTOBER 1995)

ELEMENTARY	REQUIRED FTE	CARETAKER	ASSISTANT	CLEANERS	TOTAL ANNUAL
A.M. CUNNINGHAM	2.96	$33,633.60		$57,849.79	$91,483.39
ADELAIDE HOODLESS	4.08	$33,633.60		$90,906.82	$124,540.42
ALLENBY	1.98	$32,988.80		$28,924.90	$61,913.70
BENNETTO	3.15	$34,216.00	$30,347.20	$33,942.48	$98,505.68
BUCHANNAN PARK	1.63	$32,988.80		$18,594.58	$51,583.38
BURKHOLDER	2.48	$32,988.80		$43,682.50	$76,671.30
CARDINAL HEIGHTS	2.91	$33,633.60		$56,374.03	$90,007.63
C.B. STIRLING	3.73	$33,633.60	$30,347.20	$51,061.30	$115,042.10
CENTENNIAL	4.3	$34,216.00		$97,400.16	$131,616.16
CENTRAL	1.5	$32,302.40		$14,757.60	$47,060.00
CHEDOKE	3.51	$33,633.60		$74,083.15	$107,716.75
DALEWOOD	4.21	$34,216.00	$30,347.20	$65,228.59	$129,791.79
DR. DAVEY	2.79	$33,633.60		$52,832.21	$86,465.81
EARL KITCHENER	3.66	$33,633.60		$78,510.43	$112,144.03
EASTMOUNT	2.09	$32,988.80		$32,171.57	$65,160.37
ELIZABETH BAGSHAW	5.55	$34,216.00	$30,347.20	$104,778.96	$169,342.16
FAIRFIELD	2.23	$32,988.80		$36,303.70	$69,292.50
FERNWOOD PARK	1.53	$32,302.40		$15,643.06	$47,945.46
FRANKLIN ROAD	2.67	$33,633.60		$49,290.38	$82,923.98
G.L. ARMSTRONG	4.2	$34,216.00	$30,347.20	$64,933.44	$129,496.64
G.R. ALLAN	3.87	$33,633.60		$84,708.62	$118,342.22
GIBSON	3.49	$33,633.60		$73,492.85	$107,126.45
GLEN BRAE	2.71	$33,633.60		$50,470.99	$84,104.59
GLEN ECHO	2.02	$32,988.80		$30,105.50	$63,094.30
GORDON PRICE	3.19	$33,633.60		$64,638.29	$98,271.89
HAMPTON HEIGHTS	2.79	$33,633.60		$52,832.21	$86,465.81
HELEN DETWILER	3.99	$33,633.60	$30,347.20	$58,735.25	$122,716.05
HESS STREET	2.71	$32,988.80		$50,470.99	$83,459.79
HIGHVIEW					
HILLCREST	3.46	$33,633.60		$72,607.39	$106,240.99
HILLSDALE	2.65	$32,988.80		$48,700.08	$81,688.88
HOLBROOK	2.23	$32,988.80		$36,303.70	$69,292.50
HUNTINGTON PARK	2.5	$33,633.60		$44,272.80	$77,906.40
JAMES MCDONALD	2.25	$32,988.80		$36,894.00	$69,882.80
KING GEORGE	3.36	$33,633.60		$69,655.87	$103,289.47
LAKE AVENUE	4.13	$34,216.00	$30,347.20	$62,867.38	$127,430.58
LAWFIELD	2.87	$33,633.60		$55,193.42	$88,827.02
LINCOLN ALEXANDER	2.59	$34,216.00		$46,929.17	$81,145.17
LINDEN PARK	2.01	$32,988.80		$29,810.35	$62,799.15
LISGAR	2.42	$33,633.60		$41,911.58	$75,545.18
LLOYD GEORGE	2.93	$33,633.60		$56,964.34	$90,597.94
MEMORIAL	5.9	$34,216.00	$30,347.20	$115,109.28	$179,672.48
MOUNTVIEW	1.88	$32,988.80		$25,973.38	$58,962.18
NORWOOD PARK	2.97	$33,633.60		$58,144.94	$91,778.54
PARKDALE	2.75	$32,988.80	$30,347.20	$22,136.40	$85,472.40
PAULINE JOHNSON	2.56	$33,633.60		$46,043.71	$79,677.31
PEACE MEMORIAL	3.36	$33,633.60		$69,655.87	$103,289.47

OPTION2$.WKS

	REQUIRED FTE	CARETAKER	ASSISTANT	CLEANERS	TOTAL ANNUAL
PRINCE OF WALES	5	$34,216.00	$30,347.20	$88,545.60	$153,108.80
PRINCE PHILIP	2.08	$32,988.80		$31,876.42	$64,865.22
QUEEN MARY	3.13	$34,216.00		$62,867.38	$97,083.38
QUEENSDALE	2.16	$32,988.80		$34,237.63	$67,226.43
QUEEN VICTORIA	2.05	$32,988.80		$30,990.96	$63,979.76
R.A. RIDDELL	4.74	$34,216.00	$30,347.20	$80,871.65	$145,434.85
RED HILL	2.1	$32,988.80		$32,466.72	$65,455.52
RICHARD BEASLEY	2.18	$32,988.80		$34,827.94	$67,816.74
RIDGEMOUNT	1.98	$32,988.80		$28,924.90	$61,913.70
ROBERT LAND	3.46	$33,633.60	$30,347.20	$43,092.19	$107,072.99
ROSEDALE	1.5	$32,988.80		$14,757.60	$47,746.40
ROXBOROUGH PARK	2.48	$32,988.80		$43,682.50	$76,671.30
RYCKMANS CORNERS	1.5	$32,302.40		$14,757.60	$47,060.00
RYERSON	2.59	$33,633.60	$30,347.20	$17,413.97	$81,394.77
SANFORD AVENUE	6.4	$34,216.00	$30,347.20	$129,866.88	$194,430.08
SENECA	2.41	$32,988.80		$41,616.43	$74,605.23
SHERWOOD HEIGHTS	1.81	$32,988.80		$23,907.31	$56,896.11
SIR ISAAC BROCK	2.02	$32,988.80		$30,105.50	$63,094.30
SIR WILFRED LAURIER	5.5	$34,216.00	$30,347.20	$103,303.20	$167,866.40
STINSON STREET	3.99	$33,633.60		$88,250.45	$121,884.05
STRATHCONA	1.9	$32,988.80		$26,563.68	$59,552.48
THORNBRAE	1.96	$32,988.80		$28,334.59	$61,323.39
TWEEDSMUIR	3.72	$33,633.60		$80,281.34	$113,914.94
VERN AMES	1.99	$32,988.80		$29,220.05	$62,208.85
VISCOUNT MONTGOMERY	3.61	$33,633.60		$77,034.67	$110,668.27
W.H. BALLARD	6.06	$34,216.00	$30,347.20	$119,831.71	$184,394.91
WESTVIEW	2.83	$33,633.60		$54,012.82	$87,646.42
WESTWOOD	2.37	$32,988.80		$40,435.82	$73,424.62
WOODWARD	1.75	$32,988.80		$22,136.40	$55,125.20

VOCATIONAL		CARETAKER	ASSISTANT	CLEANERS	TOTAL ANNUAL
CALEDON	3.71	$34,216.00	$30,347.20	$50,470.99	$115,034.19
CRESTWOOD	1.97	$32,988.80		$28,629.74	$61,618.54
PARKVIEW	3.74	$34,216.00	$30,347.20	$51,356.45	$115,919.65
G.P. VANIER	4.13	$34,216.00	$30,347.20	$62,867.38	$127,430.58
BRIARWOOD	4.94	$34,216.00	$30,347.20	$86,774.69	$151,337.89

OPTION2$.WKS

SECONDARY		FIREMEN	ASSISTANTS	CLEANERS	TOTAL ANNUAL
BARTON	8.04	$31,408.00	$30,347.20	$178,271.81	$240,027.01
DELTA	13.75	$31,408.00	$30,347.20	$346,803.60	$408,558.80
GLENDALE	8.09	$31,408.00	$30,347.20	$179,747.57	$241,502.77
SCOTT PARK	8.86	$31,408.00	$30,347.20	$202,474.27	$264,229.47
SHERWOOD	8.58	$31,408.00	$30,347.20	$194,210.02	$255,965.22
HILL PARK	8.86	$31,408.00	$30,347.20	$202,474.27	$264,229.47
SIR JOHN A MACDONALD	10.11	$31,408.00	$30,347.20	$239,368.27	$301,123.47
SIR WINSTON CHURCHILL	9.28	$31,408.00	$30,347.20	$214,870.66	$276,625.86
WESTDALE	12.74	$31,408.00	$30,347.20	$316,993.25	$378,748.45
WESTMOUNT	7.83	$31,408.00	$30,347.20	$172,073.62	$233,828.82
EDUCATION CENTRE	5.16	$31,408.00	$30,347.20	$93,268.03	$155,023.23

YEAR ONE LABOUR COST OF STAFF ASSIGNED TO SCHOOL: $10,510,851.31

Based on hourly wage costs not including shift premiums or benefits.

STAFF ASSIGNED TO SCHOOLS: 344.45 FTE $10,510,851.31

YEAR TWO

STAFF ASSIGNED TO SCHOOLS: 309.85 FTE $9,509,400.00

TO: The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education
1995 12 14

PREPARED BY: Roberta Zajczenko, Human Resources Officer

REPORT: Education Centre Restructuring & Downsizing Results
(3 Administrative Departments)

BACKGROUND

At October Special Board Meetings, the downsizing of 3 Administrative Departments was approved.

Two employee groups are primarily affected – OCTU & PASS. A recent appeal hearing for 2 members of the PASS group has resulted in further displacements to occur in this group.

ISSUE

To present the results and outcomes of restructuring and downsizing.

RECOMMENDATIONS

To receive the enclosed report for information *(Appendix I)*.
(A PASS restructuring update will be provided verbally.)

RATIONALE

To provide the outcomes of restructuring as requested by the trustees.

RESULTS OF DISPLACEMENT PROCESS OF OSSTF - Office, Clerical and Technical Unit **APPENDIX I**

NOVEMBER 1995

SENIORITY DATE	*POSITION / (F.T.E.)*	*GRADE*	*EMPLOYEE*	*REASON - DATE*	*ELECTION*
1971 01 11	Offset Operator	6	Roseanne DeNardis	Position cut - '96 06 30	Accounts Payable Clerk
1972 02 07	A.V. Equipment Supply Clerk	5	Judith Miles	Position cut - '96 06 30	Secretary, Curriculum
1973 01 15	Inspector/Draftsperson	11	Raymond Jackson	Position cut - '96 01 01	To be determined
1978 11 06	Equipment Repair Technician II	9	Hakam Gulamhussein	Position cut - '96 06 30	Retiring
1980 05 26	Senior Building Clerk	6	Doris Thomsen-Griffin	Position cut - '96 01 01	Clerk, Special Projects and Audit
1985 11 18	Records Analyst	7	Karen Baxmeier	Position cut - '96 01 01	Safety Clerk
1986 02 26	Senior Payroll Clerk	7	Patricia Binkley	Position cut - '96 06 30	Senior Payroll Clerk
1986 11 10	Payroll Clerk (.5)	5	Tammy Willemsen	Position cut - '96 01 01	Second Secretary,Elem., (Centennial)
1987 09 14	Assistant, Lunchroom Coordinator	6	Beverley Wilson	Position cut - '96 01 01	Section Leader, Mailroom

1987 11 15	Secretary (Fs/Tech/Geo/Sc)	5	Susan Scime	Position cut - '96 01 01	Secretary, Athletics and Phys. Ed.
1988 02 01	Section Leader, Mailroom	6	Debbie Pocha	Displaced - '96 01 01	Duplicating Operator
1988 04 11	Clerk, Buyer- Standard Supplies	6	Sharon Ryckman	Position cut - '96 01 01	Second Secretary, Elem. Memorial(.7) and Adelaide Hoodless (.3)
1988 05 12	Safety Clerk	7	Terri-Lyn Cousins	Displaced - '96 01 01	Secretary - Alternative Education - Lawrence Alter Ed. (.5) and A.C.E.S. (.5)
1988 08 22	Senior Switchboard Operator	4	Diane Childerley	Position cut - '96 06 30	Clerk-Typist, I.P.R.C.
1988 09 07	Duplicating Operator	4	Marilyn Pearson	Displaced - '96 01 01	Kit Services Clerk
1988 10 11	Safety Technician	10	Maria McDonagh	Position cut (.5) - '96 01 01	Safety Technician (.5) Senior Accounting Clerk (.5)
1988 11 17	Kit Services Clerk	3	Michelle Haggerty	Displaced - '96 01 01	Data Control Clerk I
1988 11 22	Training Assistant, Computer Services	8	Tina Robinson	Position cut - '96 01 01	Elementary School Sec'ty Ryckman's (.5) and Allenby (.5)

1988 12 12`	Elementary School Secretary Ryckman's (.5), Allenby (.5)	8	Patricia Obratoski	Displaced - '96 01 01	Second Secretary Elem. - Prince of Wales (.5) and Queen Mary (.5)
1989 01 05	Secondary Secretary, Elementary (.5) - Queen Mary	4	Jean Grant	Displaced - '96 01 01	Special Needs Secretary (.5) - Sir W. Churchill
1989 01 05	Work Order Clerk	6	Carolyn Konrad	Position cut - '96 01 01	Second Secretary - Vocational - Mountain (.8) Library Secretary - Elementary (.2)
1989 01 12	Clerk, Special Projects and Audit	6	Karen Benevides	Displaced - '96 01 01	Second Secretary, Elem. Ryerson (.3)/Norwood (.3) Library Secretary Elementary (.4)
1989 01 12	Technical Support Services Clerk	5	Susan Andreychuk	Position cut - '96 06 30	Library Secretary, Elementary
1989 02 08	Secretary, Athletics and Phys. Ed.	5	Lois Morin	Displaced - '96 01 01	Library Secretary Elementary
1989 03 07	Senior Payroll Clerk	7	April Ingrahm	Displaced - '96 06 30	Library Secretary, Elementary (.950)
1989 03 22	Secretary, Curriculum	5	Barbara Beattie	Displaced - '96 06 30	Laid-off

1989 07 17	Secretary - Alternative Education (.5) A.C.E.S. and Clerk Typist, IPRC (.5)	6/4	Donna Beattie	Displaced - (.5) '96 01 01 - (.5) '96 06 30	Laid-off
1989 08 14	Data Control Clerk I	2	Lisa Anderson	Displaced - '96 01 01	Laid-off
1989 08 28	Second Secretary, Elementary (.7) - Memorial	4	Patti Thur	Displaced - '96 01 01	Laid-off
1989 09 05	Purchase Order Clerk (.5) and Clerk-Typist, IPRC (.5)	4	Margaret Coward	Position cut-(.5) '96 01 01 Displaced - (.5) '96 06 30	Laid-off
1989 10 02	Second Secretary, Elementary (.3) Norwood	4	Wendy Haartman	Displaced - '96 01 01	Laid-off
1989 10 10`	Library Secretary, Elementary (.7)	3	Thelma McLaughlin	Displaced - (.6) '96 01 01 - (.1) '96 06 30	Laid-off
1989 10 16	Second Secretary, Elementary (.5) Prince of Wales	4	Cathy Paonessa	Displaced - '96 01 01	Laid-off
1989 10 30	Data Control Clerk II	5	Kelsey Crawford	Position cut - '96 01 01	Laid-off
1989 10 30	Mechanical/Electrical Draftsperson	9	John Vasilyadis	Position cut - '96 01 01	Laid-off

1989 10 30	Second Secretary, Vocational (.8) Mountain S. S. Library Secretary, Elem. (.2)	4/3	Carol-Ann Robinson	Displaced - (.8) '96 01 01 - (.2) '96 06 30	Laid-off
1989 11 24	Senior Accounting Clerk	8	Casey Denton	Position cut-(.5) '96 01 01 Displaced -(.5) '96 01 01	Laid-off
1989 12 18	Second Secretary, Elem. (.8) Centennial (.5)/Ryerson (.3)	4	Leanne Hoelke	Displaced - '96 01 01	Laid-off
1990 01 08	Library Secretary, Elem. (.650)	3	Hilda Krenciglowa	Displaced - (.3) '96 01 01 - (.350) '96 06 30	Laid-off
1990 01 31	Library Secretary, Elem. (.5)	3	Kathy Morley	Displaced - '96 06 30	Laid-off
1990 03 26	Library Secretary Elem. (.650)	3	Jane Caprice	Displaced-(.550) '96 01 01 - (.1) '96 06 30	Laid-off
1990 04 23	Data Entry Operator (.5)	4	Valerie Jess	Position cut - '96 01 01	Laid-off
1990 06 18	Secretary, Alternative Ed.(.5) Lawrence Alter. Ed., Secondary Secretary, Elementary (.3) Adel. Hoodless	6/4	Cathy Forbes	Displaced - '96 01 01	Laid-off
1990 09 17	Special Needs Secretary (.5) Sir Winston Churchill	4	Laura Byrne	Displaced - '96 01 01	Laid-off

1991 01 22	Accounts Payable Clerk	6	Kelley Duckworth	Displaced - '96 06 30	Laid-off
1992 07 16	Library Secretary, Elem. (.5)	3	Jean McGuire	Displaced - '96 06 30	Laid-off
1995 02 20 (Hire date)	Library Secretary, Elem. (.350)	3	Joanne Pitilli	Displaced-(.150) '96 01 01 - (.2) '96 06 30	Laid-off

JUNE 1995 DISPLACEMENT PROCESS

SENIORITY DATE	*POSITION / (F.T.E.)*	*GRADE*	*EMPLOYEE*	*REASON - DATE*	*ELECTION*
1990 04 23	Receptionist, Human Resources (.6)	4	Karen Nowicki	Position cut - '95 06 30	Laid-off
1990 07 02	Rentals Clerk	6	Wendy Scott	Position cut - '95 07 01	Laid-off
1995 01 16 (Hire date)	Secretary, Curriculum	5	Neelam Sanduja	Position cut - '95 08 31	Laid-off
1995 03 22 (Hire date)	Altern. Work Arrangement (.5) Contract Compliance	N/A	Lynn Henschel	N/A	Laid-off
1995 04 24 (Hire date)	Clerk-Typist, IPRC (.5)	4	Marie Brown	Displaced - '95 08 31	Laid-off

Education Centre
100 Main Street West
Hamilton, Ontario
1995 12 14

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

1. *PROBATIONARY STAFF APPOINTMENTS* - Nil

2. *PERMANENT STAFF APPOINTMENTS* - Nil

3. *PROMOTIONS* - Nil

4. *INTERNAL APPOINTMENTS*

(a) That the appointment of Gayla Brock-Woodland to the position of Public Relations Officer (Grade 14, Administrative Staff), be extended for another three-year renewable term, effective 1995 12 07, with salary according to the salary schedule.
(Replacement)

5. *TIMETABLE CHANGES* - Nil

6. *RETIREMENTS*

(a) (i) That the resignations of the following staff for the purpose of retirement, effective as shown, be accepted with regret and that the Board's gratuity be paid:

Delavene Campbell (Cleaner, Cleaning Staff), 1996 06 30
Frederick Grant (Caretaker, Caretaking & Maintenance Staff), 1996 01 31
Bruce Harding (Site Leader, Administrative Staff), 1995 12 31
Euphemia Reynolds (Cook, Caretaking & Maintenance Staff), 1995 11 30
Elizabeth Tremain (Cleaner, Cleaning Staff), 1995 11 30
Beverly Wilson (Cleaner, Cleaning Staff), 1995 11 30

(ii) That the resignations of the following staff for the purpose of retirement, effective as shown, be accepted with regret:

Elizabeth McLaren (Caretaker, Caretaking & Maintenance Staff), 1995 11 30
Nancy Patterson (Caretaker, Caretaking & Maintenance Staff), 1995 12 31

7. *LEAVING EMPLOYMENT*

(a) That the dates for the following staff to leave the employ of the Board be approved:

Audrey Brown, Cleaner (Cleaning Staff), 1995 12 31
Catherine S. Fitzpatrick, Programming Supervisor, Computer Services (Administrative Staff), 1995 11 30
Mirjana Jakovljevic, Cleaner (Cleaning Staff), 1995 12 31
Barbara Minor, Cleaner (Cleaning Staff), 1995 12 31
Violeta Nikolaou, Cleaner (Cleaning Staff), 1995 12 31
Shelley Pereira, Cleaner (Cleaning Staff), 1995 12 31
Anna Saamanen, Cleaner (Cleaning Staff), 1995 12 31
Caterina Schinella, Cleaner (Cleaning Staff), 1995 12 31
Agnes Skoczylas, Cleaner (Cleaning Staff), 1995 12 31
Jane Snow, Cleaner (Cleaning Staff), 1995 12 31

8. *LEAVES*

Return from a Leave of Absence

(a) That Susan Mawson (Human Resources Officer, Administrative Staff) be returned from a Leave of Absence, effective 1995 11 26.

9. *OTHERS* - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

AFFING REPORT - FULL TIME EQUIVALENT POSITIONS

1995 ACTUALS											1995
FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	BUDGET
440.96	440.96	440.96	440.96	440.96	429.26	429.26	420.76	420.76	420.76		420.76
37.00	37.00	37.00	37.00	37.00	37.00	37.00	24.50	24.50	24.50		24.50
1,580.65	1,580.65	1,581.15	1,581.15	1,581.15	1,581.15	1,581.15	1,569.95	1,569.95	1,569.95		1,559.65
799.67	799.67	799.67	799.67	799.67	799.67	799.67	768.33	769.67	769.67		746.67
67.33	67.33	67.33	67.33	67.33	67.33	67.33	61.00	61.00	61.00		70.00
37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00		33.50
9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00		9.00
13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.33	13.33	13.33		13.00
65.32	71.14	71.14	71.14	71.14	71.14	71.14	52.30	46.36	41.00		39.00
4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50		4.50
1.07	1.07	1.07	1.07	1.07	1.07	1.07	0.89	0.89	0.89		1.07
17.15	17.15	17.15	17.15	17.15	17.15	17.15					
232.67	232.67	232.67	232.67	232.67	232.67	232.67	233.24	233.24	233.24		232.67
2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.13	2.13	2.13		2.70
210.00	210.00	210.00	210.00	210.00	188.00	186.00	186.00	186.00	186.00		187.00
304.00	302.00	301.00	301.00	301.00	298.00	298.00	298.00	298.00	299.00		304.00
39.15	39.15	39.15	39.15	39.15	39.15	39.15	45.15	45.15	45.15		41.15
3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.83	3.83	3.83		3.33
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00		1.00
3,865.50	3,869.32	3,868.82	3,868.82	3,868.82	3,832.12	3,830.12	3,730.92	3,726.31	3,721.95		3,693.50
4,444	4,482	4,481	4,481	4,481	4,444	4,442	4,236	4,195	4,151		4,089
18,707	18,707	18,707	18,707	18,707			18,707	18,707	18707		18,000
27,027	27,034	27,039	27,008	27,000			*27,395	27,364	27,399		**27,300
11,476	11,185	10,967	10,783	10,694			*12,343	11,919	11,645		**12,078
664	624	609	572	561			*729	697	669		**824
470	460	454	449	450			*503	496	487		**518
157	158	157	158	149			*160	161	158		**160
39,794	39,461	39,226	38,970	38,854			*41,130	40,637	40,358		**40,880

30th Enrolment Estimates

Prepared by Human Resources December 7, 1995

7. *LEAVING EMPLOYMENT*

(a) That the dates for the following staff to leave the employ of the Board be approved:

Audrey Brown, Cleaner (Cleaning Staff), 1995 12 31
Catherine S. Fitzpatrick, Programming Supervisor, Computer Services (Administrative Staff), 1995 11 30
Mirjana Jakovljevic, Cleaner (Cleaning Staff), 1995 12 31
Barbara Minor, Cleaner (Cleaning Staff), 1995 12 31
Violeta Nikolaou, Cleaner (Cleaning Staff), 1995 12 31
Shelley Pereira, Cleaner (Cleaning Staff), 1995 12 31
Anna Saamanen, Cleaner (Cleaning Staff), 1995 12 31
Caterina Schinella, Cleaner (Cleaning Staff), 1995 12 31
Agnes Skoczylas, Cleaner (Cleaning Staff), 1995 12 31
Jane Snow, Cleaner (Cleaning Staff), 1995 12 31

8. *LEAVES*

Return from a Leave of Absence

(a) That Susan Mawson (Human Resources Officer, Administrative Staff) be returned from a Leave of Absence, effective 1995 11 26.

9. *OTHERS* - Nil

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFFING REPORT - FULL TIME EQUIVALENT POSITIONS

	DECEMBER 31st ACTUALS					1995 ACTUALS												1995
	1990	1991	1992	1993	1994	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	BUDGET
Admin & Support Staff	503.04	496.21	461.16	458.16	444.96	440.96	440.96	440.96	440.96	440.96	440.96	429.26	429.26	420.76	420.76	420.76		420.76
Co-ordinators/Consultants	64.67	55.67	51.00	50.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	24.50	24.50	24.50		24.50
Teachers - Elementary	1,629.35	1,660.75	1,657.60	1,637.75	1,580.65	1,580.65	1,580.65	1,580.65	1,581.15	1,581.15	1,581.15	1,581.15	1,581.15	1,569.95	1,569.95	1,569.95		1,559.65
Secondary - Composite	841.00	850.67	861.33	839.67	802.67	802.67	799.67	799.67	799.67	799.67	799.67	799.67	799.67	768.33	769.67	769.67		746.67
- Vocational	116.67	107.67	100.67	87.00	70.00	70.00	67.33	67.33	67.33	67.33	67.33	67.33	67.33	61.00	61.00	61.00		70.00
- Vanier	33.50	34.00	35.00	36.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00		33.50
Elementary TR	20.00	16.00	14.00	13.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00		9.00
Secondary TR	9.67	14.67	15.33	12.67	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.33	13.33	13.33		13.00
Lunchroom - Elementary	112.30	118.50	82.86	85.25	65.32	65.32	65.32	71.14	71.14	71.14	71.14	71.14	71.14	52.30	46.36	41.00		39.00
- Secondary	7.00	7.00	7.36	7.64	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50		4.50
- Vocational	2.14	2.00	2.00	1.71	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	1.07	0.89	0.89	0.89		1.07
Bus Supervisors	17.68	16.71	15.86	17.14	16.86	17.15	17.15	17.15	17.15	17.15	17.15	17.15	17.15					
Educational Assistants	221.50	223.50	250.50	232.17	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	232.67	233.24	233.24	233.24		232.67
Lunchroom Assistants	6.56	6.56	7.12	4.12	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.70	2.13	2.13	2.13		2.70
Ctkrs/Maint/Whs/Asbestos	220.00	219.00	214.00	213.00	210.00	210.00	210.00	210.00	210.00	210.00	210.00	188.00	186.00	186.00	186.00	186.00		187.00
Cleaners/Cooks	351.00	360.00	347.00	313.00	304.00	304.00	304.00	302.00	301.00	301.00	301.00	298.00	298.00	298.00	298.00	299.00		304.00
Recoverable-Tchrs/Other	41.25	41.75	41.05	37.55	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	39.15	45.15	45.15	45.15		41.15
- Consultants	0.33	0.33																
- Clerical	0.50																	
- Educ Assist				4.33	4.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.83	3.83	3.83		3.33
- Admin	0.50	0.50	0.50	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00		1.00
Full Time Equiv. Positions	4,198.66	4,231.49	4,164.34	4,050.66	3,875.88	3,871.17	3,865.50	3,869.32	3,868.82	3,868.82	3,868.82	3,832.12	3,830.12	3,730.92	3,726.31	3,721.95		3,693.50
Number Of Employees	4,805	4861	4,829	4,706	4,451	4,447	4,444	4,482	4,481	4,481	4,481	4,444	4,442	4,236	4,195	4,151		4,089
Lunchroom Enrolment	15,571	16,618	17,432	18,003	18,707	18,707	18,707	18,707	18,707	18,707	18,707			18,707	18,707	18707		18,000
Enrolment - Elementary	* 25,811	*26,111	*26,387	*26,685	*27,084	27,065	27,027	27,034	27,039	27,008	27,000			*27,395	27,364	27,399		**27,300
- Sec Composite	*12,707	*12,328	*13,001	*11,529	*12,158	11,250	11,476	11,185	10,967	10,783	10,694			*12,343	11,919	11,645		**12,078
- Sec Vocational	* 1,189	*950	*1,037	*771	*736	597	664	624	609	572	561			*729	697	669		**824
- Sec Vanier	* 399	*382	*465	*464	*480	463	470	460	454	449	450			*503	496	487		**518
- T. R.	* 178	*160	*167	*164	*157	158	157	158	157	158	149			*160	161	158		**160
- TOTAL	* 40,284	*39,931	*41,057	*39,613	*40,615	39,533	39,794	39,461	39,226	38,970	38,854			*41,130	40,637	40,358		**40,880

*September 30th Enrolments

**September 30th Enrolment Estimates

Prepared by Human Resources December 7, 1995

REPORT OF SUPPLY TEACHER USAGE - OCTOBER 31, 1995

SECONDARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	16.0	249.5	10.0	9.5	4.5	0.5		17.0	291.0	301.5	47,133	48,747	95,880
FEBRUARY	19.0	26.5	454.5	9.0	5.5	3.0		1.0	41.5	514.5	398.5	62,286	55,230	117,516
MARCH	18.0	36.0	412.0	30.0	6.0	15.0		2.0	38.0	503.0	294.5	52,456	63,503	115,959
APRIL	18.0	42.0	243.5	8.0	16.0	15.5		2.0	31.5	316.5	379.0	40,216	55,983	96,199
MAY	22.0	121.0	361.0	40.0	23.0	10.0		16.0	44.0	494.0	574.0	69,438	65,017	134,455
JUNE	21.0	169.0	233.0	8.0	2.0	8.0		2.0	17.0	270.0	317.0	30,619	83,540	114,159
JULY														
AUGUST														
SEPTEMBER	18.0	21.5	239.0	2.0		9.0		0.5		250.5	219.5	31,209	21,059	52,268
OCTOBER	21.0	34.0	252.0	1.0	7.5	1.0	1.0	1.0		263.5	362.0	25,378	58,210	83,588
NOVEMBER														
DECEMBER														
TOTALS		466.0	**2444.5**	**108.0**	**69.5**	**66.0**	**1.5**	**24.5**	**189.0**	**2903.0**	**2846.0**	**358,735**	**451,289**	**810,024**
% Of Total			**84.2**	**3.7**	**2.4**	**2.3**	**0.1**	**0.8**	**6.5**					

ELEMENTARY

MONTH	Teaching Days	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense
JANUARY	20.0	23.5	1343.0	13.0	2.0	36.5	47.0	9.5	51.5	1502.5	1503.5	207,695	155,755	363,450
FEBRUARY	20.0	40.5	1407.5	17.0	5.0	28.5	83.0	7.5	15.0	1563.5	1642.0	204,754	211,856	416,610
MARCH	16.0	30.0	992.5	3.0	5.0	40.5	80.5	9.5	44.5	1175.5	937.0	148,050	137,941	285,991
APRIL	18.0	50.5	1237.5	6.0	7.0	33.0	80.5	4.0	22.0	1390.0	1723.5	147,790	134,615	282,405
MAY	21.0	129.0	1225.0	13.0	3.0	20.0	45.5	15.0	28.5	1350.0	1575.0	163,724	150,041	313,765
JUNE	20.0	247.5	1035.5	52.0	1.0	26.5	41.0	8.5	47.0	1211.5	1189.5	128,312	133,780	262,092
JULY														
AUGUST														
SEPTEMBER	18.0	14.5	459.5	8.0			2.0	2.5		472.0	685.5	54,553	23,770	78,323
OCTOBER	21.0	32.0	1034.0	0.5	2.5	6.5	11.0	7.5		1062.0	1263.5	130,066	58,438	188,504
NOVEMBER														
DECEMBER														
TOTALS		567.5	**8734.5**	**112.5**	**25.5**	**191.5**	**390.5**	**64.0**	**208.5**	**9727.0**	**10519.5**	**1,184,944**	**1,006,196**	**2,191,140**
% Of Total			**89.8**	**1.2**	**0.3**	**2.0**	**4.0**	**0.7**	**2.1**					

REPORT OF SUPPLY TEACHER USAGE - OCTOBER 31, 1995

SECONDARY & ELEMENTARY														
MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculm /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1995 Total Days	1994 Total Days	$ Expense	Long Term Occasional	Total Expense	1995 % Spent
JANUARY	39.5	1592.5	23.0	11.5	41.0	47.5	9.5	68.5	1793.5	1805.0	254,828	204,502	459,330	
FEBRUARY	67.0	1862.0	26.0	10.5	31.5	83.0	8.5	56.5	2078.0	2040.5	267,040	267,086	534,126	
MARCH	66.0	1404.5	33.0	11.0	55.5	80.5	11.5	82.5	1678.5	1231.5	200,506	201,444	401,950	
APRIL	92.5	1481.0	14.0	23.0	48.5	80.5	6.0	53.5	1706.5	2102.5	188,006	190,598	378,604	
MAY	250.0	1586.0	53.0	26.0	30.0	45.5	31.0	72.5	1844.0	2149.0	233,162	215,058	448,220	
JUNE	416.5	1268.5	60.0	3.0	34.5	41.0	10.5	64.0	1481.5	1506.5	158,931	217,320	376,251	
JULY														
AUGUST														
SEPTEMBER	36.0	698.5	10.0			2.0	3.0		722.5	905.0	85,762	44,829	130,591	
OCTOBER	66.0	1286.0	1.5	10.0	7.5	12.0	8.5		1325.5	1625.5	155,444	116,648	272,092	
NOVEMBER														
DECEMBER														
TOTALS	1033.5	11179.0	220.5	95.0	257.5	392.0	88.5	397.5	12630.0	13365.5	1,543,679	1,457,485	3,001,164	116.6
% Of Total		88.6	1.7	0.8	2.0	3.1	0.7	3.1						

1995 BUDGET
$2,574,000

Education Centre
100 Main Street West
Hamilton, Ontario
1995 12 14

To The Chairman and Members
Personnel and Organization Committee
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

1. *PROBATIONARY STAFF APPOINTMENTS*

(a) That the following teachers be re-appointed to the Probationary Staff, effective 1996 01 01, with salary according to the salary schedule:

Cynthia Campanella (E)
Sonya Gusenbauer (E)
Constance Jain (E)
Lisa Sanelli (E)
Replacements

(b) That Patricia Gross be appointed to the Probationary Educational and Lunchroom Assistant Staff as an Educational Assistant, effective 1995 12 04, with wage rate according to the Collective Agreement.
Contract Compliance

2. *PERMANENT STAFF APPOINTMENTS* - Nil

3. *PROMOTIONS*

(a) (i) That the following teachers be appointed to the temporary position of Vice-Principal of a Secondary School, on an interim basis, effective 1996 02 01, with salary according to the salary schedule:

Errol Ellis
Carol Ramberan
Replacements

(ii) That the appointment of Lillian Somerville (E) to the temporary position of Vice-Principal of an Elementary School, on an interim basis, be extended effective 1996 01 01, with salary according to the salary schedule.
Replacement

(iii) That the appointment of Cherie Gates (S) to the position of Acting Assistant Head of Department (Mathematics), effective 1995 09 01, with salary according to the salary schedule, be granted.
Replacement

4. *INTERNAL APPOINTMENTS* - Nil

5. *TIMETABLE CHANGES* - Nil

6. *RETIREMENTS*

(a) That the resignations of the following teachers, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

M. David Brown (E), 1996 04 30
Molly Gerofsky (E), 1995 12 31
Douglas Jarrett (E), 1996 04 30
Yuki Koike (E), 1996 01 31
Ian T. MacDougall (S), 1996 06 30
Gordon MacRae (S), 1996 01 31
Allan Price (E), 1996 02 29
John Arnold Ratkowski (S), 1996 01 31
Margaret Roberts (S), 1996 01 31
Frederick Bryan Schofield (S), 1996 06 30
Mary E. Vanderzwaag (E), 1996 02 29
Kenneth G. Watson (S), 1996 01 31
Helen Zamfir (E), 1996 01 31

7. *LEAVING EMPLOYMENT*

(a) That the date, 1995 12 31, for Katrina L. Salai (E) to leave the employ of the Board, be approved.

8. *LEAVES*

Leave of Absence

(a) That the requests of the following teachers for a Leave of Absence, effective as shown, be granted.

Rita Bertoldi (E), 1996 01 01 to 1996 08 31
Sylvie Francis (E), 1995 12 25 to 1996 03 15
Anna Gusenbauer (E), 1996 01 15 to 1996 05 10
Nancy Koegler (E), 1996 01 08 to 1996 08 31
Mary Rinas-Smyth (S), 1996 02 05 to 1996 08 31

(b) (i) That the request of Susan Crawford, Educational Assistant (Educational & Lunchroom Assistant Staff) for a Leave of Absence (.5) in order to serve as President - Office and Professional Employees' International Union, effective 1995 11 06 to 1996 06 30, be granted.

(ii) That the request of Carol Mulvey, Secretary (Secondary School Clerical & Secretarial Staff) for a Leave of Absence, effective 1996 01 15 to 1996 04 12, be granted.

Leave of Absence - "Four Over Five"

(a) That the requests of the following teachers for Leaves of Absence under the Salary Holdback Plan ("Four Over Five") according to the Collective Agreement, effective as shown, be granted:

(i) That approval be granted for the request of Beryl Burgoyne for a Leave of Absence under the Salary Holdback Plan ("Four Over Five") of the Secondary Collective Agreement for the second semester of the 1997-98 school year, effective February 1, 1998.

(ii) That approval be granted for the request of Patricia Noel for a Leave of Absence under the Salary Holdback Plan ("Four Over Five") of the Secondary Collective Agreement for the first semester of the 1997-98 school year, effective September 1, 1997.

(iii) That approval be granted for the request of Faith Bland for a Leave of Absence under the Salary Holdback Plan ("Four Over Five") of the Elementary Collective Agreement for the 2000-01 school year.

(iv) That approval be granted for the request of Joseph Hammill for a Leave of Absence under the Salary Holdback Plan ("Four Over Five") of the Secondary Collective Agreement for the second semester of the 1997-98 school year, effective February 1, 1998.

(v) That approval be granted for the request of Jane Evans for a Leave of Absence under the Salary Holdback Plan (Four Over Five Plan) of the Elementary Collective Agreement for the 1997-98 school year, effective January 1, 1998.

(vi) That approval be granted for the request of Gordon Stevens for a Leave of Absence under the Salary Holdback Plan ("Four Over Five") of the Secondary Collective Agreement for the second semester of the 1997-98 school year, effective February 1, 1998.

(vii) That the Leave of Absence under the Salary Holdback Plan ("Four Over Five") granted to Carol Taylor be rescinded.

(viii) That the Leave of Absence under the Salary Holdback Plan ("Four Over Five") previously granted to Sheila Babb be amended to read for the 1996-97 school year, effective September 1, 1996.

Leave of Absence - Date Change

(a) That the effective dates of the following teachers for Leaves of Absence granted at previous meetings be changed:

Laurie Behr (E), 1995 11 13 to 1996 05 17
Virginia Allega-DiSanza (E), 1995 11 22 to 1996 02 29

Leave Extension

(a) That the requests of the following teachers for an extension of their Leaves of Absence, effective as shown, be granted.

Theresa H. Bernhardt (E), 1996 01 08 to 1996 08 31
Gary Hewitt (S), 1996 02 01 to 1996 08 31
Nancy Kowalchuk (E), 1996 01 01 to 1996 08 31
Sarah Lindsay (E), 1996 01 01 to 1996 08 31
Heidemarie Rinas (S), 1996 01 15 to 1996 03 07
Janet L. Ross (S), 1996 02 01 to 1996 08 31
Elizabeth Sharples (Simmons) (E), 1996 01 01 to 1996 08 31

(b) That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

Josephine Hay (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 09 05 to 1996 06 30
Marian Kostur (Educational Assistant, Educational and Lunchroom Assistant Staff), 1995 09 05 to 1996 06 30

Return from Leave of Absence

(a) That the following teachers be returned from a Leave of Absence, effective as shown:

Alisa Greve (E), 1996 01 01
Dean Huyck (S), 1995 11 06
Patricia Jerome (E), 1996 01 01
Lorelei Prevec (E), 1996 11 20
Michelyn Putignano (S), 1996 01 01
Jacqueline Trapp (E), 1995 12 11

(b) That Brandi Dermody, Educational Assistant (Educational and Lunchroom Assistant Staff) be returned from her Leave of Absence, effective 1995 12 04.

9. ***OTHERS***

(a) We regret to announce the death of Sallie Samohutin (E) on 1995 11 20.

Respectfully submitted,

Richard W. Binns
Superintendent of Human Resources

dk

1995 12 14

TO: **The Chairman and Members**
Personnel and Organization Committee

FROM: **R. Binns, Superintendent of Human Resource Services**
P. Gillie, Superintendent - Administrative and Operational Services

RE: **Report of Elementary and Secondary Enrolment and Class Size**

REPORT: **Information**

BACKGROUND:

1. Each month the staffing report details full time equivalent staff count and student enrolment.
2. Once a year a summary of class size is presented.
3. This Report summarizes Elementary and Secondary Enrolments and Class Sizes based on September 30, 1995 Figures reconciled to the Ministry of Education September School Report Figures. (Appendix One)

CLASS SIZE

- The size of Elementary Classes are a result of school organizations and Average Class Size Clauses in the Elementary Collective Agreement (Article 20) . Secondary Class Sizes are a result of course selections made by students and the Pupil Teacher Ratio and Protocol for Staff Allocation in the Secondary Collective Agreement. (Article 25).

- Secondary Pupil Teacher Ratios as of September 30, 1995 are Composite - 16.01 , and Vocational - 11.93 .

- The overall average class sizes in our System for the 1995 - 1996 School Year are as outlined in the table:

ELEMENTARY	ACS	SECONDARY	ACS
Junior Kindergarten	20.29	Composite	24.1
Senior Kindergarten	22.58	Vocational	16.4
Primary	24.64	G. P. Vanier	21.7
Junior	26.05		
Intermediate	26.32		

- In our French Immersion Secondary Program we have 496 students enrolled. The school enrolment breakdown is Westdale - 347 and Sherwood 149. The grade breakdown is summarized in the following table.

SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	OAC
WESTDALE	99	92	87	51	18
SHERWOOD	50	30	36	10	23

ISSUE:

To report for information Elementary and Secondary Enrolment and Class Size.

RECOMMENDATION

The Report of Enrolments and Average Class Sizes be received for information.

ATTACHMENTS :

Appendix One	September 30 , 1995 Enrolment Summary Reconciled to Ministry School Reports
Appendix Two	Elementary Average Class Size Enrolment Summaries
Appendix Three	Elementary Average Class Size Historical Chart
Appendix Four	Elementary Split Grade Classes
Appendix Five	Elementary Class Size Distribution
Appendix Six	Secondary Composite and Vocational Average Class Sizes and Distribution

Prepared by: Data compiled and verified by Staff in Research Services ,Computer Services, Staffing Services
K. Chaikoff, S. Eldridge, L. Dixon, C. Hycz, H. Sims, C. McGrimmond
Submitted by: R. Binns, P. Gillie
Approved by: Senior Management

RESEARCH SERVICES

The Board of Education for the City of Hamilton

1995 SEPTEMBER 30

Enrolment Summary

LOWER CITY				MOUNTAIN				TOTAL CITY	TOTAL CITY
ELEMENTARY	REG	DD	Total	**ELEMENTARY**	REG	DD	Total	(Regular)	(Including DD)
A.C.E.S.	29		29	Buchanan Park	255		255		
A.M. Cunningham	345		345	Burkholder Drive	383		383		
Adelaide Hoodless	519		519	Cardinal Heights	451		451		
Allenby	122		122	C.B. Stirling	521		521		
Bennetto	328		328	Chedoke	492		492		
Centennial	522	11	533	Eastmount Park	291		291		
Central	152		152	Fernwood Park	248		248		
Dalewood	413		413	Franklin Road	316		316		
Dr. J. Edgar Davey	268		268	G.L. Armstrong	647		647		
Earl Kitchener	458		458	Gordon Price	397		397		
Elizabeth Bagshaw	328		328	Hampton Heights	342		342		
Fairfield	237		237	Helen Detwiler	550		550		
G.R. Allan	491		491	Highview	326	9	335		
Gibson	262		262	Holbrook	238		238		
Glen Brae	293		293	Huntington Park	358	10	368		
Glen Echo	251		251	James MacDonald	262		262		
Hess Street	440		440	Lawfield	402		402		
Hillcrest	321		321	Lincoln Alexander	374		374		
Hillsdale	259		259	Linden Park	241		241		
King George	241		241	Lisgar	299	6	305		
Lake Avenue	598		598	Mountview	299		299		
Lloyd George	234		234	Norwood Park	434		434		
Memorial	697		697	Pauline Johnson	385		385		
Parkdale	266		266	Peace Memorial	277		277		
Prince of Wales	646		646	Queensdale	276		276		
Prince Philip	283		283	R.A. Riddell	597		597		
Queen Mary	614		614	Richard Beasley	342		342		
Queen Victoria	238		238	Ridgemount	315		315		
Red Hill	249		249	Ryckman's Corners	140		140		
Robert Land	244		244	Seneca	220	15	235		
Rosedale	250		250	Sherwood Heights	332		332		
Roxborough Park	346		346	Thornbrae	407		407		
Ryerson	398		398	Vern Ames	331		331		
Sanford Avenue	373		373	Westview	378		378		
Sir Isaac Brock	285		285	Westwood	419		419		
Sir Wilfrid Laurier	589		589						
Stinson Street	340		340						
Strathcona	175		175						
Tweedsmuir	337		337						
Viscount Montgomery	377	13	390						
W.H. Ballard	755		755						
Woodward	282		282						
ELEM LC TOTAL	*14855*	*24*	*14879*	*ELEM MTN TOTAL*	*12545*	*40*	*12585*	*27400*	27464
SECONDARY				**SECONDARY**					
Delta	1062		1062	Barton	1263		1263		
Glendale	1088		1088	Hill Park	1158	22	1180		
Scott Park	960		960	Sherwood	1212	16	1228		
Sir John A. Macdonald	1303		1303	Sir Allan MacNab	1112		1112		
Sir Winston Churchill	866	38	904	Westmount	969		969		
Westdale	1357	18	1375						
COMP SEC LC TOTAL	6636	56	6692	COMP SEC MTN TOTAL	5714	38	5752	12350	12444
Parkview	406		406	Mountain Annex/Sec	322		322	728	728
SEC LC TOTAL	*7042*	*56*	*7098*	*SEC MTN TOTAL*	*6036*	*38*	*6074*	*13078*	
1995 TOTAL ENGLISH	**21897**	**80**	**21977**		**18581**	**78**	**18659**	**40478**	**40636**
FRENCH LANGUAGE SECTION									
Georges P. Vanier	503		503					503	503
1995 GRAND TOTAL	**22400**	**80**	**22480**		**18581**	**78**	**18659**	**40981**	**41139**
1994 GRAND TOTAL								40459	40615

*These official figures have been reconciled with the Ministry September School Report.

Prepared on 1995 October 17:sme
Revised on 1995 December 1:sme

RESEARCH SERVICES

1995 SEPTEMBER 30

The Board of Education for the City of Hamilton

LOWER CITY

ELEMENTARY SCHOOL ENROLMENTS

	JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GLD	SP ED	TOTAL
A.C.E.S.									6	23			29
A.M. Cunningham	37	59	39	42	54	48	58					8	345
Adelaide Hoodless	44	51	63	47	50	50	54	47	48	46		19	519
Allenby	19	14	17	21	16	12	12				11		122
Bennetto								102	102	92		32	328
Centennial	75	82	78	87	65	61	66					8	522
Central	22	24	26	25	23	17	15						152
Dalewood								131	144	121		17	413
Dr. J. E. Davey	43	45	53	27	38	22	27				13		268
Earl Kitchener	43	56	80	80	74	54	63					8	458
Elizabeth Bagshaw								96	97	107		28	328
Fairfield	40	34	32	22	25	35	31					18	237
G.R. Allan	43	62	77	68	71	80	90						491
Gibson	37	34	47	46	25	34	21					18	262
Glen Brae								105	93	88		7	293
Glen Echo	34	36	40	33	30	33	40					5	251
Hess Street	54	69	58	53	61	41	52	36				16	440
Hillcrest								99	82	96		44	321
Hillsdale	31	42	43	29	30	37	39					8	259
King George	33	36	37	19	37	25	30	16				8	241
Lake Avenue	61	59	61	67	64	47	61	56	55	60		7	598
Lloyd George	22	49	40	30	30	30	16					17	234
Memorial	57	69	53	61	59	73	67	74	77	83		24	697
Parkdale	43	42	49	36	33	32	23					8	266
Prince of Wales	53	52	61	41	50	44	44	67	94	95	26	19	646
Prince Philip	39	41	45	32	32	38	41					15	283
Queen Mary	61	54	65	60	57	42	48	60	62	50	31	24	614
Queen Victoria	44	38	39	29	20	34	27					7	238
Red Hill	36	35	32	28	37	42	30					9	249
Robert Land	31	40	37	35	28	25	31					17	244
Rosedale	34	41	46	36	30	34	29						250
Roxborough Park	48	46	64	60	50	35	43						346
Ryerson								81	159	145		13	398
Sanford Avenue	47	58	74	50	41	52	39				7	5	373
Sir Isaac Brock	39	37	51	38	43	36	33					8	285
Sir Wilfrid Laurier	76	86	85	73	78	78	80					33	589
Stinson Street	61	50	64	42	40	34	41					8	340
Strathcona	24	19	17	26	27	19	13	23				7	175
Tweedsmuir								117	83	95	16	26	337
Viscount Montgomery	22	26	25	22	29	37	28	61	68	45		14	377
W.H. Ballard	39	63	70	53	46	65	54	119	119	105		22	755
Woodward	33	42	46	40	40	36	41					4	282
TOTAL LOWER CITY	1425	1591	1714	1458	1433	1382	1387	1290	1289	1251	104	531	14855
TOTAL MOUNTAIN	1062	1326	1311	1252	1207	1212	1218	1226	1185	1108	41	397	12545
1995 CITY TOTAL	**2487**	**2917**	**3025**	**2710**	**2640**	**2594**	**2605**	**2516**	**2474**	**2359**	**145**	**928**	**27400**

1994 CITY TOTAL	2527	2957	2843	2690	2686	2579	2478	2410	2348	2199	200	1160	27077
Change	-40	-40	182	20	-46	15	127	106	126	160	-55	-232	323

**Special Education 1994 Total: This number (1160) includes 270 gifted students. In the September 1995 Enrolment figures, gifted numbers are included in the grade breakdown, therefore the "change" is not a correct statement.

Prepared on 1995 October 10:sme
Revised on 1995 December 1:sme

RESEARCH SERVICES 1995 SEPTEMBER 30

The Board of Education for the City of Hamilton

MOUNTAIN

ELEMENTARY SCHOOL ENROLMENTS

	JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GLD	SP ED		TOTAL
Buchanan Park	42	32	43	35	23	38	35				7			255
Burkholder Drive								120	130	117		16		383
Cardinal Heights								145	143	138		25		451
C.B. Stirling	38	46	46	61	51	48	56	50	55	49		21		521
Chedoke								158	181	131		22		492
Eastmount Park	39	52	42	32	29	37	32					28		291
Fernwood Park	33	33	34	31	33	47	37							248
Franklin Road	39	46	39	52	44	39	48					9		316
G.L. Armstrong	38	50	43	35	54	38	36	112	98	117		26		647
Gordon Price	42	64	67	57	51	55	54					7		397
Hampton Heights								116	110	96	12	8		342
Helen Detwiler	65	88	82	96	66	73	68					12		550
Highview								102	100	99		25		326
Holbrook	24	27	41	21	37	30	44					14		238
Huntington Park	44	54	50	45	45	60	52					8		358
James MacDonald	33	40	33	40	33	30	37					16		262
Lawfield								133	125	118		26		402
Lincoln Alexander	56	43	55	50	48	55	67							374
Linden Park	37	40	26	42	34	16	33				13			241
Lisgar	44	40	38	37	47	40	46					7		299
Mountview	37	50	53	51	33	35	35					5		299
Norwood Park		40	58	38	43	41	40	61	57	56				434
Pauline Johnson	38	61	72	41	52	55	50					16		385
Peace Memorial	37	46	43	38	37	41	27					8		277
Queensdale	39	35	45	26	43	37	36					15		276
R.A. Riddell	38	34	53	51	51	49	63	85	82	74	9	8		597
Richard Beasley	44	55	54	45	47	44	45					8		342
Ridgemount	34	42	42	48	54	51	38					6		315
Ryckman's Corners	16	26	20	18	23	13	16					8		140
Seneca	26	36	33	24	38	32	21					10		220
Sherwood Heights	56	56	60	55	36	32	27					10		332
Thornbrae	43	66	44	61	62	62	64					5		407
Vern Ames	44	55	41	54	51	42	44							331
Westview								144	104	113		17		378
Westwood	36	69	54	68	42	72	67					11		419
TOTAL MOUNTAIN	1062	1326	1311	1252	1207	1212	1218	1226	1185	1108	41	397		12545
TOTAL LOWER CITY	1425	1591	1714	1458	1433	1382	1387	1290	1289	1251	104	531		14855
1995 CITY TOTAL	**2487**	**2917**	**3025**	**2710**	**2640**	**2594**	**2605**	**2516**	**2474**	**2359**	**145**	**928**		**27400**

DEVELOPMENTALLY DISABLED
(formerly "TRAINABLE RETARDED")

LOWER CITY		MOUNTAIN		Total
ELEMENTARY DD		**ELEMENTARY DD**		
Centennial	11	Highview	9	
Viscount Montgomery	13	Huntington Park	10	
		Lisgar	6	
		Seneca	15	
ELEM DD TOTAL	*24*	*ELEM DD TOTAL*	*40*	*64*
SECONDARY DD		**SECONDARY DD**		
Sir Winston Churchill	38	Hill Park	22	
Westdale	18	Sherwood	16	
SEC DD TOTAL	*56*	*SEC DD TOTAL*	*38*	*94*
DD TOTAL 1995	**80**		**78**	**158**
DD TOTAL 1994	71		85	156

SECONDARY ALTER-ED

LC		MOUNTAIN		*Total*
SJAM (Lawrence)	47	WSMT (Phoenix)	37	*84*
ALTER-ED TOTAL 1995				**84**

*The total for Alter-Ed is included in regular school enrolment totals for Sir John A. Macdonald and Westmount Secondary Schools.

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RESEARCH SERVICES

The Board of Education for the City of Hamilton

1995 SEPTEMBER 30

COMPOSITE SECONDARY SCHOOL ENROLMENTS

**Secondary enrolment figures do not include Developmentally Disabled.

	GRADE 9				GRADE 10				GRADE 11				GRADE 12				OAC				TOTAL				FL TM
	FL TM	2C	1C	COUNT	FL TM	2C	1C	COUNT	FL TM	2C	1C	COUNT	FL TM	2C	1C	COUNT	FL TM	2C	1C	COUNT	FL TM	2C	1C	COUNT	EQVLNT
LOWER CITY																									
Delta	299	2	0	301	228	1	0	229	231	1	0	232	237	19	0	256	37	7	0	44	1032	30	0	1062	1047
Glendale	318	0	0	318	245	1	0	246	202	0	1	203	248	7	0	255	55	11	0	66	1068	19	1	1088	1077.75
Scott Park	283	0	0	283	183	4	0	187	177	3	0	180	264	7	0	271	35	4	0	39	942	18	0	960	951
SJAM	355	6	0	361	236	4	0	240	281	5	4	290	319	10	1	330	81	1	0	82	1272	26	5	1303	1286.25
SWC	263	0	0	263	181	0	0	181	166	0	0	166	214	2	0	216	40	0	0	40	864	2	0	866	865
Westdale	328	3	2	333	301	1	1	303	295	6	8	309	242	5	0	247	160	5	0	165	1326	20	11	1357	1338.75
Total Lower City	1846	11	2	1859	1374	11	1	1386	1352	15	13	1380	1524	50	1	1575	408	28	0	436	6504	115	17	6636	6565.75
MOUNTAIN																									
Barton	314	0	0	314	262	1	0	263	234	7	1	242	312	24	1	337	82	25	0	107	1204	57	2	1263	1233
Hill Park	298	0	0	298	242	1	0	243	234	3	0	237	277	18	0	295	73	12	0	85	1124	34	0	1158	1141
Sherwood	357	0	0	357	309	0	0	309	202	3	0	205	250	14	0	264	66	11	0	77	1184	28	0	1212	1198
SAM	244	1	0	245	194	0	0	194	221	0	0	221	336	6	0	342	102	8	0	110	1097	15	0	1112	1104.5
Westmount	363	5	0	368	200	2	0	202	190	5	1	196	116	17	2	135	58	10	0	68	927	39	3	969	947.25
Total Mountain	1576	6	0	1582	1207	4	0	1211	1081	18	2	1101	1291	79	3	1373	381	66	0	447	5536	173	5	5714	5623.75

VOCATIONAL SECONDARY SCHOOL ENROLMENTS

VOCATIONAL																									
Mtn Sec	146	2	0	148	55	0	0	55	55	2	0	57	60	2	0	62	0	0	0	0	316	6	0	322	319
Parkview	164	3	2	169	87	0	1	88	68	3	0	71	60	17	1	78	0	0	0	0	379	23	4	406	391.5
Total Vocational	310	5	2	317	142	0	1	143	123	5	0	128	120	19	1	140	0	0	0	0	695	29	4	728	710.5
TOTAL COMP	3422	17	2	3441	2581	15	1	2597	2433	33	15	2481	2815	129	4	2948	789	94	0	883	12040	288	22	12350	12189.5
TOTAL VOC	310	5	2	317	142	0	1	143	123	5	0	128	120	19	1	140	0	0	0	0	695	29	4	728	710.5
TOTAL ENGLISH	3732	22	4	3758	2723	15	2	2740	2556	38	15	2609	2935	148	5	3088	789	94	0	883	12735	317	26	13078	12900
G.P. Vanier	122	0	0	122	88	3	0	91	99	1	0	100	138	16	1	155	27	6	2	35	474	26	3	503	487.75
CITY 1995	**3854**	**22**	**4**	**3880**	**2811**	**18**	**2**	**2831**	**2655**	**39**	**15**	**2709**	**3073**	**164**	**6**	**3243**	**816**	**100**	**2**	**918**	**13209**	**343**	**29**	**13581**	**13388**
TOTAL 1994				3649				2793				2857				3172				911				13382	
Change				231				38				-148				71				7				199	

NOTE. FL TM = Full Time
2C = Two Credits
1C = One Credit

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APPENDIX TWO

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
ELEMENTARY SCHOOL CLASS ENROLMENTS AS OF SEPTEMBER 30, 1995

ELEMENTARY AVERAGE CLASS SIZE ENROLMENT SUMMARIES

	JK	SK	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	TOTAL
LOWER CITY												
TOTAL ENROLMENT	1459	1559	1749	1487	1352	1266	1537	1255	1288	1257	645	14879
# OF CLASSES	70	70	73	60	55	51	58	53	50	55	70	665
AVERAGE CLASS SIZE	20.84	22.27	23.96	24.78	24.58	24.82	26.50	23.68	25.76	22.85	9.21	22.37
MOUNTAIN												
TOTAL ENROLMENT	1057	1331	1364	1189	1211	1251	1185	1246	1185	1114	452	12585
# OF CLASSES	54	58	57	48	46	49	43	44	39	40	58	536
AVERAGE CLASS SIZE	19.57	22.95	23.93	24.77	26.33	25.53	27.56	28.32	30.38	27.85	7.79	23.48
CITY WIDE TOTALS												
TOTAL ENROLMENT	2516	2890	3113	2676	2563	2517	2722	2526	2473	2371	1097	27464
# OF CLASSES	124	128	130	108	101	100	101	97	89	95	128	1201
AVERAGE CLASS SIZE	**20.29**	**22.58**	**23.95**	**24.78**	**25.38**	**25.17**	**26.95**	**26.04**	**27.79**	**24.96**	**8.57**	**22.87**
COMP ED												
TOTAL ENROLMENT	610	573	708	547	478	407	524	479	423	428	342	5519
# OF CLASSES	34	28	34	26	23	20	23	19	16	18	40	281
AVERAGE CLASS SIZE	17.94	20.46	20.82	21.04	20.78	20.35	22.78	25.21	26.44	23.78	8.55	19.64
CITY EXCL COMP ED												
TOTAL ENROLMENT	1906	2317	2405	2129	2085	2110	2198	2047	2050	1943	755	21945
# OF CLASSES	90	100	96	82	78	80	78	78	73	77	88	920
AVERAGE CLASS SIZE	21.18	23.17	25.05	25.96	26.73	26.38	28.18	26.24	28.08	25.23	8.58	23.85
FRENCH IMMERSION												
TOTAL ENROLMENT		188	207	138	192	140	131	150	130	146	0	1422
# OF CLASSES		9	9	6	8	6	5	5	5	5		58
AVERAGE CLASS SIZE		20.89	23.00	23.00	24.00	23.33	26.20	30.00	26.00	29.20	0.00	24.52

SUMMARY FOR COLLECTIVE AGREEMENT FIGURES

DIVISION	CITY WIDE FIGURES						COMP ED. FIGURES					
					CA						CA	
PRIMARY												
ENROLMENT			8352						1733			
# OF CLASSES			339						83			
AVERAGE CLASS SIZE			**24.64**		25.82				**20.87**		23.23	
JUNIOR												
ENROLMENT			7765						1410			
# OF CLASSES			298						62			
AVERAGE CLASS SIZE			**26.05**		27.28				**22.74**		24.55	
INTERMEDIATE												
ENROLMENT			4844						851			
# OF CLASSES			184						34			
AVERAGE CLASS SIZE			**26.32**		28.68				**25.02**		25.82	

APPENDIX TWO

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
ELEMENTARY SCHOOL CLASS ENROLMENTS AS OF SEPTEMBER 30, 1995

LOWER CITY TOTALS	JK	SK	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	TOTAL
A.C.E.S.										29		29
A.M. CUNNINGHAM	43	53	39	44	49	53	56				8	345
ADELAIDE HOODLESS	22	73	58	52	50	50	54	47	48	46	19	519
ALLENBY	19	14	27		27	24					11	122
BENNETTO								102	102	92	32	328
CENTENNIAL	85	72	70	95	65	72	55				19	533
CENTRAL	22	24	26	25	29		26					152
DALEWOOD								131	144	121	17	413
DR. J. E. DAVEY	43	45	47	24	47	22	27				13	268
EARL KITCHENER	43	56	72	96	76	51	56				8	458
ELIZABETH BAGSHAW								96	88	116	28	328
FAIRFIELD	47	27	25	22	22	23	53				18	237
GEORGE R. ALLAN	43	62	77	81	58	59	111					491
GIBSON	37	34	47	57	24	25	21				17	262
GLEN BRAE								105	93	88	7	293
GLEN ECHO	22	48	46	26	21	24	59				5	251
HESS STREET	55	68	48	73	51	49	55				16	440
HILLCREST								99	82	96	44	321
HILLSDALE	31	42	37	42	23	27	49				8	259
KING GEORGE	41	28	43	25	25	25	25	21			8	241
LAKE AVENUE	61	59	71	48	73	47	61	56	55	60	7	598
LLOYD GEORGE	22	49	47	23	25	26	25				17	234
MEMORIAL	70	56	53	72	48	82	58	74	77	83	24	697
PARKDALE	43	42	60	29	29	28	27				8	266
PRINCE OF WALES	44	61	61	55	25	55	56	55	94	95	45	646
PRINCE PHILIP	39	41	55	27	27	28	51				15	283
QUEEN MARY	61	54	76	49	57	42	48	60	62	50	55	614
QUEEN VICTORIA	44	38	49	27	0	26	47				7	238
RED HILL	36	35	25	24	60	30	30				9	249
ROBERT LAND	31	40	47	25	22	21	41				17	244
ROSEDALE	22	53	46	49	26	25	29					250
ROXBOROUGH PARK	95		72	51	47	27	54					346
RYERSON								89	162	147		398
SANFORD AVE	46	59	64	48	63	35	46				12	373
SIR ISAAC BROCK	39	37	51	50	25	49	26				8	285
STINSON STREET	61	51	59	46	40	25	50				8	340
STRATHCONA	22	21	17	20	44		21	23			7	175
TWEEDSMUIR								117	83	95	42	337
VISCOUNT MONTGOMERY	22	26	25	25	20	43	28	61	68	45	27	390
W.H. BALLARD	39	63	81	51	26	70	60	119	130	94	22	755
SIR WILFRID LAURIER	76	86	77	81	78	78	80				33	589
WOODWARD	33	42	51	25	50	25	52				4	282
TOTAL ENROLMENT	1459	1559	1749	1487	1352	1266	1537	1255	1288	1257	645	14879
# OF CLASSES	70	70	73	60	55	51	58	53	50	55	70	665
AVERAGE CLASS SIZE	**20.84**	**22.27**	**23.96**	**24.78**	**24.58**	**24.82**	**26.50**	**23.68**	**25.76**	**22.85**	**9.21**	**22.37**

APPENDIX TWO

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
ELEMENTARY SCHOOL CLASS ENROLMENTS AS OF SEPTEMBER 30, 1995

MOUNTAIN TOTALS	JK	SK	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	TOTAL
BUCHANAN PARK	35	39	54	24	30	31	35				7	255
BURKHOLDER DRIVE								120	130	117	16	383
CARDINAL HEIGHTS								145	143	138	25	451
C.B. STIRLING	38	46	46	49	55	56	56	50	55	49	21	521
CHEDOKE								158	181	131	22	492
EASTMOUNT PARK	39	52	52	28	29	31	32				28	291
FERNWOOD PARK	45	21	41	24	33	47	37					248
FRANKLIN ROAD	39	46	48	43	44	39	48				9	316
G.L. ARMSTRONG	38	50	43	27	53	52	31	112	98	117	26	647
GORDON PRICE	42	64	67	52	56	55	54				7	397
HAMPTON HEIGHTS								116	110	96	20	342
HELEN DETWILER	65	88	82	96	74	53	80				12	550
HIGHVIEW								102	100	99	34	335
HOLBROOK	29	22	46	25	27	21	54				14	238
HUNTINGTON PARK	44	54	50	54	48	48	52				18	368
JAMES MACDONALD	22	51	25	48	22	51	27				16	262
LAWFIELD								146	134	122		402
LINCOLN M. ALEXANDER	56	43	48	47	47	78	55					374
LINDEN PARK	37	40	26	29	63	0	33				13	241
LISGAR	44	40	48	27	52	26	55				13	305
MOUNTVIEW	37	50	53	51	24	52	27				5	299
NORWOOD PARK		40	58	27	54	55	26	61	57	56		434
PAULINE JOHNSON	46	53	72	41	52	55	50				16	385
PEACE MEMORIAL	37	46	43	45	30	53	15				8	277
QUEENSDALE	35	39	45	26	30	57	29				15	276
R.A. RIDDELL	38	34	53	51	51	49	63	85	82	74	17	597
RICHARD BEASLEY	44	55	54	53	28	49	51				8	342
RIDGEMOUNT	34	42	42	48	62	54	27				6	315
RYCKMAN'S CORNERS	16	26	20	18	23		29				8	140
SENECA	18	44	45		50	53					25	235
SHERWOOD HEIGHTS	56	56	72	54	30	27	27				10	332
THORNBRAE	43	66	44	72	51	50	76				5	407
VERN AMES	44	55	41	54	51	29	57					331
WESTVIEW								151	95	115	17	378
WESTWOOD	36	69	46	76	42	80	59				11	419
TOTAL ENROLMENT	1057	1331	1364	1189	1211	1251	1185	1246	1185	1114	452	12585
# OF CLASSES	54	58	57	48	46	49	43	44	39	40	58	536
AVERAGE CLASS SIZE	**19.57**	**22.95**	**23.93**	**24.77**	**26.33**	**25.53**	**27.56**	**28.32**	**30.38**	**27.85**	**7.79**	**23.48**

APPENDIX TWO

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
ELEMENTARY SCHOOL CLASS ENROLMENTS AS OF SEPTEMBER 30, 1995

COMPENSATORY EDUCATION

	JK	SK	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	TOTAL
BENNETTO								102	102	92	32	328
DR. J. E. DAVEY	43	45	47	24	47	22	27				13	268
GIBSON	37	34	47	57	24	25	21				17	262
HESS STREET	55	68	48	73	51	49	55	25			16	440
HILLCREST								99	82	96	44	321
HILLSDALE	31	42	37	42	23	27	49				8	259
KING GEORGE	41	28	43	25	25	25	25	21			8	241
LLOYD GEORGE	22	49	47	23	25	26	25				17	234
PARKDALE	43	42	60	29	29	28	27				8	266
PRINCE OF WALES	44	61	61	55	25	55	56	55	94	95	45	646
QUEEN MARY	61	54	76	49	57	42	48	60	62	50	55	614
ROBERT LAND	31	40	47	25	22	21	41				17	244
ROXBOROUGH PARK	95	0	72	51	47	27	54				0	346
SANFORD AVE	46	59	64	48	63	35	46				12	373
STINSON STREET	61	51	59	46	40	25	50				8	340
TWEEDSMUIR								117	83	95	42	337
# OF CLASSES	34	28	34	26	23	20	23	19	16	18	40	281
TOTAL ENROLMENT	610	573	708	547	478	407	524	479	423	428	342	5519
AVERAGE CLASS SIZE	**17.94**	**20.46**	**20.82**	**21.04**	**20.78**	**20.35**	**22.78**	**25.21**	**26.44**	**23.78**	**8.55**	**19.64**

FRENCH IMMERSION

	JK	SK	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	TOTAL
A.M. CUNNINGHAM		27	13	22	22		26					110
DALEWOOD								31	25	26		82
EARL KITCHENER		37	49	40	48	23	25					222
GEORGE R. ALLAN		28	26	26	31	27	29					167
GLEN BRAE								33	25	34		92
GLEN ECHO		25	23		21		25					94
NORWOOD PARK		40	58	27	54	55	26	61	57	56		434
PEACE MEMORIAL		20	16	23		24						83
RYERSON								25	23	30		78
SANFORD AVE		11	22		16	11						60
												0
# OF CLASSES		9	9	6	8	6	5	5	5	5		58
TOTAL ENROLMENT		188	207	138	192	140	131	150	130	146	0	1422
AVERAGE CLASS SIZE		**20.89**	**23.00**	**23.00**	**24.00**	**23.33**	**26.20**	**30.00**	**26.00**	**29.20**		**24.52**

ELEMENTARY SCHOOL AVERAGE CLASS SIZE

DATA AS OF SEPTEMBER 30, EACH YEAR

YEAR	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	GLD	GFTD	GRADES 1 - 8
1974-75	18.3	22.7	24.0	28.1	28.5	29.4	30.0	30.1	30.8	29.3	7.1	12.5		28.54
1975-76	18.7	20.9	23.7	26.5	27.5	28.3	28.5	30.1	29.3	29.1	7.3	12.3		27.76
1976-77	17.9	20.5	23.6	26.6	28.1	28.8	28.7	29.6	28.5	28.4	7.7	12.5		27.61
1977-78	18.2	20.9	23.7	26.8	27.8	28.3	28.6	28.1	28.7	28.7	7.3	12.7		27.47
1978-79	18.4	20.0	23.7	26.7	27.8	29.4	29.1	29.4	28.5	27.8	7.1	12.4		27.58
1979-80	18.5	20.2	23.9	26.8	27.7	28.6	29.0	29.0	28.6	27.2	7.3	11.9		27.44
1980-81	18.9	21.0	24.4	26.4	28.3	28.5	29.7	30.1	28.2	27.2	7.3	11.9		27.67
1981-82	18.4	19.7	23.9	26.5	27.3	28.7	29.4	29.6	28.2	27.7	7.2	11.7		27.51
1982-83	18.5	20.2	24.3	26.5	27.1	29.0	30.2	29.1	27.5	28.6	7.4	11.1		27.58
1983-84	17.8	19.8	23.8	25.8	27.0	27.3	27.8	28.9	28.4	27.5	7.5	9.8	19.8	26.87
1984-85	18.0	19.2	24.0	25.6	27.2	27.9	28.7	28.3	27.7	28.4	7.6	9.0	19.8	27.00
1985-86	18.0	19.7	24.2	25.4	26.6	28.0	28.5	27.1	28.3	26.3	7.1	9.5	17.9	26.62
1986-87	18.2	20.6	24.0	25.5	26.7	27.4	28.4	27.9	28.6	26.3	7.8	9.8	17.1	26.67
1987-88	17.5	20.6	24.2	25.2	26.0	26.7	27.2	26.8	27.0	28.0	7.5	9.8	16.9	26.20
1988-89	17.9	19.3	23.6	24.6	25.3	26.3	26.8	25.4	27.1	26.1	7.4	8.2	18.4	25.45
1989-90	17.6	19.2	21.9	22.8	24.0	25.1	26.0	25.0	25.8	24.1	7.1	8.2	19.2	24.11
1990-91	17.9	19.4	21.8	22.9	23.9	24.6	25.9	24.8	25.2	25.4	7.2	8.8	20.5	24.08
1991-92	17.4	20.0	22.1	23.3	23.7	24.6	25.7	25.2	24.5	25.8	7.5	10.4	19.1	24.15
1992-93	18.7	19.7	22.6	23.2	24.0	25.4	25.6	25.4	25.2	25.1	7.4	11.2	20.2	24.39
1993-94	19.1	20.6	23.1	23.7	24.5	25.3	26.0	26.0	25.9	25.9	7.4	12.0	18.9	24.90
1994-95	19.8	21.8	22.6	23.7	25.0	26.0	25.7	27.7	27.7	26.9	7.9	12.5	18.0	25.45
1995 -96	20.3	22.3	24.0	24.8	26.3	25.2	27.0	26.0	27.8	25	8.2	11.2	19.6	25.53
FIVE YEAR RUNNING AVERAGE	19.1	20.9	22.9	23.7	24.7	25.3	26.0	26.1	26.2	25.7	7.5	11.0	19.3	24.9

Research Services Department
Hamilton Board of Education
November 1995

NUMBER OF SPLIT GRADE CLASSES (A TEN YEAR REVIEW)
DATA AS OF SEPTEMBER 30, EACH YEAR

TYPE OF CLASS	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994 -95	1995 -96
GR 1	93	95	95	102	112	115	112	109	95	105	108
GR 1/2	41	42	46	42	47	39	45	39	49	40	35
GR 2	57	55	55	66	74	83	76	85	76	72	71
GR 2/3	37	42	39	43	40	35	47	42	40	47	43
GR 3	47	49	54	58	68	68	67	70	74	67	65
GR 3/4	37	32	35	35	35	41	35	34	34	35	35
GR 4	45	47	44	47	53	61	60	57	61	58	62
GR 4/5	37	35	41	44	41	38	44	52	41	52	48
GR 5	56	57	58	57	63	66	71	63	72	71	71
GR 5/6	6	6	5	5	6	7	2	2	3	4	3
GR 6	80	78	81	84	84	85	90	92	91	91	91
GR 6/7	2	3	2	1	3	1	1	1	1	0	0
GR 7	77	72	79	78	81	83	87	85	89	91	87
GR 7/8	7	5	6	4	4	7	3	1	3	2	4
GR 8	78	78	71	76	79	77	76	80	81	86	87
TOTAL CLASSES	700	696	711	742	790	806	816	812	810	821	810
SPLIT G TOTAL	167	165	174	174	176	168	177	171	171	180	168
% SPLIT CLASSES	23.86%	23.71%	24.47%	23.45%	22.28%	20.84%	21.69%	21.06%	21.11%	21.92%	20.74%

NOTE: number of split Jk/Sk for September 30, 1995 is 8

Research Services Department
Hamilton Board of Education
November 1995

ELEMENTARY CLASS SIZE DISTRIBUTION - CITY WIDE FIGURES

NOTE: ***Figures are based on enrolment as of September 30, 1995 as reported in the Student Information System. (not reconciled to Ministry School Reports)***

CITY WIDE CLASS SUMMARY

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
ELEMENTARY SCHOOL ENROLMENTS AS OF SEP 30, 1995

SIZE	JK	SK	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	TOTAL	<---- CUMULATIVE ----> ASCENDING		DESCENDING		SIZE
1			1						1			2	2		1161	100%	1
2											1	1	3		1159	100%	2
3																	3
4											3	3	6	1%	1158	100%	4
5											5	5	11	1%	1155	99%	5
6											8	8	19	2%	1150	99%	6
7											13	13	32	3%	1142	98%	7
8											34	34	66	6%	1129	97%	8
9										1	11	12	78	7%	1095	94%	9
10		1									8	9	87	7%	1083	93%	10
11	2	1				1			1		4	9	96	8%	1074	93%	11
12											2	2	98	8%	1065	92%	12
13		1	1								3	5	103	9%	1063	92%	13
14	3	2									3	8	111	10%	1058	91%	14
15	2	1					1	1			2	7	118	10%	1050	90%	15
16	3	2	1		1	1					1	9	127	11%	1043	90%	16
17	8	4	1			1	1		1			16	143	12%	1034	89%	17
18	12	5	3	1	1							22	165	14%	1018	88%	18
19	12	9	2	1		3						27	192	17%	996	86%	19
20	19	11	6	4	1	2	1	1		1		46	238	20%	969	83%	20
21	18	20	10	2	5	2	5	2		4		68	306	26%	923	80%	21
22	33	11	9	11	9	4		1	1	3		82	388	33%	855	74%	22
23	3	14	21	10	9	7	5	4	2	4		79	467	40%	773	67%	23
24	4	6	23	18	9	12	7	4		6		89	556	48%	694	60%	24
25	2	13	14	22	21	10	14	9	6	5		116	672	58%	605	52%	25
26		9	19	16	12	13	11	6	7	5		98	770	66%	489	42%	26
27		9	11	10	11	15	20	9	7	11		103	873	75%	391	34%	27
28		12	3	11	2	14	5	9	10	6		72	945	81%	288	25%	28
29			5	2	8	7	12	9	10	12		65	1010	87%	216	19%	29
30		1	1		5	1	8	10	11	10		47	1057	91%	151	13%	30
31					4	2	4	12	5	6		33	1090	94%	104	9%	31
32						1	4	10	10	5		30	1120	96%	71	6%	32
33					2		3	4	5	4		18	1138	98%	41	4%	33
34		1				1	1	1	4	5		13	1151	99%	23	2%	34
35							1		5			6	1157	100%	10	1%	35
36						1	1					2	1159	100%	4		36
37									1			1	1160	100%	2		37
38																	38
39									1			1	1161	100%	1		39
40																	40
T.CLSS	121	133	131	108	100	98	104	92	88	88	98	1,161					
T.PPLS	2,421	2,988	3,102	2,665	2,542	2,502	2,800	2,582	2,545	2,431	824	27,402					
A.C.S.	20.00	22.46	23.67	24.67	25.42	25.53	26.92	28.06	28.92	27.62	8.40						

ELEMENTARY CLASS SIZE DISTRIBUTION - COMPENSATORY EDUCATION FIGURES

NOTE: *Figures are based on enrolment as of September 30, 1995 as reported in the Student Information System. (not reconciled to Ministry School Reports)*

COMP EDUC CLASS SUMMARY

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
ELEMENTARY SCHOOL ENROLMENTS AS OF SEP 30, 1995

SIZE	JK	SK	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	TOTAL	<---- CUMULATIVE ----> ASCENDING		DESCENDING		SIZE
1			1									1	1		275	100%	1
2																	2
3																	3
4																	4
5											2	2	3	1%	274	100%	5
6											1	1	4	1%	272	99%	6
7											2	2	6	2%	271	99%	7
8											12	12	18	7%	269	98%	8
9		1									5	5	23	8%	257	93%	9
10	1	1				1					1	2	25	9%	252	92%	10
11											2	5	30	11%	250	91%	11
12											1	1	31	11%	245	89%	12
13											2	2	33	12%	244	89%	13
14	2										1	3	36	13%	242	88%	14
15											2	2	38	14%	239	87%	15
16		1			1							2	40	15%	237	86%	16
17	2											2	42	15%	235	85%	17
18	2	1	2		1							6	48	17%	233	85%	18
19	3	2	2			1						8	56	20%	227	83%	19
20	3	1	2	1			1					8	64	23%	219	80%	20
21	6	7	5		2	1	2	1				24	88	32%	211	77%	21
22	8	4	3	4	4	2		1		2		28	116	42%	187	68%	22
23	2		6	2	4	1	5	3	1	1		25	141	51%	159	58%	23
24	2	2	9	6	3	2	2			3		29	170	62%	134	49%	24
25	1	4	2	5	6	4	4	3	3	2		34	204	74%	105	38%	25
26		2	3	4		2	2	1	2	4		20	224	81%	71	26%	26
27		3		1	1	3	3		1	4		16	240	87%	51	19%	27
28				3	1	2	2	1	1	2		12	252	92%	35	13%	28
29					1		1	1	1			4	256	93%	23	8%	29
30		1					1	3	3			8	264	96%	19	7%	30
31								3	1			4	268	97%	11	4%	31
32							1	2	2			5	273	99%	7	3%	32
33																	33
34		1							1			2	275	100%	2	1%	34
35																	35
36																	36
37																	37
38																	38
39																	39
40																	40
T.CLSS	32	31	35	26	24	19	24	19	16	18	31	275					
T.PPLS	647	693	768	638	562	455	505	517	453	457	285	6,080					
A.C.S.	20.21	22.35	21.94	24.53	23.41	23.94	25.20	27.21	28.31	25.38	9.19						

ELEMENTARY CLASS SIZE DISTRIBUTION - FRENCH IMMERSION FIGURES

NOTE: ***Figures are based on enrolment as of September 30, 1995 as reported in the Student Information System. (not reconciled to Ministry School Reports)***

FRENCH IMMR CLASS SUMMARY

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
ELEMENTARY SCHOOL ENROLMENTS AS OF SEP 30, 1995

SIZE	JK	SK	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	TOTAL	<---- CUMULATIVE ----> ASCENDING		DESCENDING		SIZE
1																	1
2																	2
3																	3
4																	4
5																	5
6																	6
7																	7
8											1	1	1	2%	59	100%	8
9																	9
10																	10
11		1				1						2	3	5%	58	98%	11
12																	12
13		1	1									2	5	8%	56	95%	13
14																	14
15																	15
16			1		1							2	7	12%	54	92%	16
17		1										1	8	14%	52	88%	17
18																	18
19				1								1	9	15%	51	86%	19
20		1										1	10	17%	50	85%	20
21				1	1							2	12	20%	49	83%	21
22			1	1	1							3	15	25%	47	80%	22
23		1	1	1	1	1						5	20	34%	44	75%	23
24		1	1				1					3	23	39%	39	66%	24
25		1	1		2		2	1	2			9	32	54%	36	61%	25
26			1	1			2					4	36	61%	27	46%	26
27				1		2			1			4	40	68%	23	39%	27
28		2					1		1	2		6	46	78%	19	32%	28
29			2		1		1		1	1		6	52	88%	13	22%	29
30								1		1		2	54	92%	7	12%	30
31					1			1				2	56	95%	5	8%	31
32								1				1	57	97%	3	5%	32
33								1				1	58	98%	2	3%	33
34										1		1	59	100%	1	2%	34
35																	35
36																	36
37																	37
38																	38
39																	39
40																	40
T.CLSS		9	9	6	8	4	7	5	5	5	1	59					
T.PPLS		189	207	138	192	88	183	151	134	149	8	1,439					
A.C.S.		21.00	23.00	23.00	24.00	22.00	26.14	30.20	26.80	29.80	8.00						

APPENDIX 6 A

COMPOSITE SECONDARY CLASS SIZE SUMMARY

SEPTEMBER 30, 1995

CHART A

SUMMARY OF AVERAGE CLASS SIZES BY SUBJECT AND LEVEL

SUBJECT	BASIC LEVEL	GENERAL LEVEL	ADVANCED LEVEL	DESTREAMED LEVEL	ALL LEVELS COMBINED
Visual Arts	10.0	24.3	20.6	26.6	23.8
Business	-	25.0	24.6	23.6	24.5
Data	23.0	-	-	-	23.0
English	15.2	25.7	25.8	24.8	25.4
Family Studies	-	24.6	26.1	25.1	25.3
Geography	-	25.7	25.3	23.4	24.3
History	13.0	22.3	25.7	24.3	24.7
Language	-	17.0	22.6	24.1	23.3
Mathematics	15.1	24.7	25.0	24.5	24.5
Music	-	20.0	21.0	26.3	22.2
Girls P.H. E.	-	23.8	21.9	24.8	23.9
Boys P.H.E.	-	25.9	22.0	24.8	25.2
Science	25.5	23.8	24.0	22.3	23.6
Technical	-	20.3	20.2	24.6	20.9
Overall Average	15.9	23.8	24.4	24.3	24.1
G. P. Vanier	13.3	21.0	22.3	22.0	21.7

CHART B

OVERVIEW OF DISTRIBUTION OF CLASS SIZES

	NUMBER OF CLASSES				
CLASS SIZE RANGE	BASIC	GENERAL	ADVANCED	DESTREAMED	ALL LEVELS COMBINED
10 OR LESS	6	22	34	32	94
11 - 20	17	282	296	145	740
21 - 25	6	396	369	412	1183
26 - 30	1	378	458	383	1220
31 - 35	0	99	166	47	312
36 TO 40	0	12	20	24	56
TOTAL	30	1189	1343	1043	3605

APPENDIX 6 B

VOCATIONAL SECONDARY CLASS SIZE SUMMARY

SEPTEMBER 30, 1995

CHART A

SUMMARY OF AVERAGE CLASS SIZES BY SUBJECT AND LEVEL

SUBJECT	BASIC LEVEL	GENERAL LEVEL	ADVANCED LEVEL	DESTREAMED LEVEL	ALL LEVELS COMBINED
Visual Arts	18.2	-	-	17.0	17.6
Business	11.6	-	-	16.1	14.6
Data	17.8	-	-	-	17.8
English	15.1	13.6	-	20.3	15.9
Family Studies	10.4	-	-	19.8	15.4
Geography	17.0	-	-	17.0	17.0
History	19.5	-	-	15.0	18.3
Language	-	-	-	14.8	14.8
Mathematics	17.7	-	-	19.2	18.2
Music	-	-	-	-	-
Girls P.H. E.	12.0	-	-	18.3	15.2
Boys P.H.E.	21.6	-	-	16.2	19.5
Science	19,0	-	-	18.3	18.5
Technical	16.2	12.4	20.0	17.1	16.0
Overall Average	16.1	12.7	20.0	17.4	16.4

CHART B

OVERVIEW OF DISTRIBUTION OF CLASS SIZES

	NUMBER OF CLASSES				
CLASS SIZE RANGE	BASIC	GENERAL	ADVANCED	DESTREAMED	ALL LEVELS COMBINED
10 OR LESS	26	9	0	6	41
11 - 20	117	42	1	79	201
21 - 25	23	5	1	10	39
26 - 30	4	0	0	1	5
31 - 35	0	0	0	1	1
36 TO 40	0	0	0	2	3
TOTAL	170	18	2	100	290